DOCUMENT RESUME

ED 164 999 08 CE 019 711

TITLE Experience Based Career Education for Mildly Mentally Disabled. Personal/Social Skills Cross Reference Catalog.

INSTITUTION Iowa Central Community College, Fort Dodge.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE 78

NOTE 275p.; Not available in hard copy due to reproducibility problems; For related documents see CE 019 710-720

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Behavioral Objectives; *Career Education; Career Planning; Catalogs; *Educable Mentally Handicapped; *Experiential Learning; Fundamental Concepts; *Individual Development; Individualized Instruction; *Interpersonal Competence; *Learning Activities; Reference Materials; Secondary Education; Work Experience Programs

ABSTRACT

This personal/social skills cross reference catalog for experience-based career education is one of four volumes designed to assist learning coordinators (teachers or work experience instructors) in developing individualized activity sheets for mildly mentally disabled secondary students. Each volume contains a listing of concepts, sub-concepts, interest areas, instructional objectives, on-site and learning-center resources needed, and learning activities. (Subjects of the other three cross-reference catalogs are math [CE 019 712], career education [CE 019 713], and English/communications [CE 019 714]. A description of the project that produced these materials is available in the final report [CE 019 710].) (JH)

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CE 019 711

ED164999

EXPERIENCE BASED CAREER EDUCATION FOR MILDLY MENTALLY DISABLED

PERSONAL/SOCIAL SKILLS CROSS REFERENCE CATALOG

Disseminated with the support and research funds of:

CONDUCTOR OF EXEMPLARY GRANTS
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

Dr. Carl H. Larson, Project Director

1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Iowa Central Community College (Merged Area V) was the recipient of a Part D Vocational Education Grant to develop, establish and operate model vocational educational programs. The programs were for cooperating secondary schools utilizing the Experience Based Career Education project (Appalachia Educational Laboratory model) for fiscal years 1976-1979.

An additional exemplary project was initiated in March of 1977 as a jointly operated project with Arrowhead Area Education Agency 5 and Iowa Central Community College. The purpose of the new effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled students. The project EBCE-MD includes establishing the procedures, editing and rewriting component parts, developing experience sites, in-service training, implementation and evaluation of all phases.

The EBCE-MD project staff worked with learning coordinators at four different Area 5 community schools to pilot the project: Eagle Grove, Humboldt, Pocahontas, and Storm Lake. Based on the pilot project for the mentally disabled, the present state strategy emerges. In a three year plan, from 1978 to 1981, the EBCE-MD project, training, and materials will be presented as a state strategy to all fifteen Area Education Agencies of Iowa. A framework will be established so that a model project can be established in at least one community in each of those fifteen AEA's. Instructional personnel from each AEA will be trained to continue the project on their own.

This Cross Reference Catalog was developed as a part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. The concepts, sub-concepts and interest areas of EBCE curriculum are listed in this catalog with suggested activities for implementation. As teachers or Work Experience Instructors become Learning Coordinators in the EBCE-MD project, they will discover the need for materials to help initiate programs, services, and activities for their students.

EBCE-MD involves experiential learning...student exploration of mathematics, English communications, personal/social skills and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

ACKNOWLEDGEMENTS

This Personal/Social Skills Cross Reference Catalog is a pilot test adaptation of the personal-social competency units produced by Project PRICE, a three-year federal project sponsored by the U.S.O.E.'s Bureau of Education for the Handicapped (1974-1977) at the University of Missouri, Columbia. Project PRICE (Programming Retarded in Career Education) developed an in-service/staff development training model and package by which school, community, and family personnel can provide more effective and coordinated career education services to mildly retarded students at the secondary level.

The personal-social concepts, interest areas, instructional objectives, resources and learning activities contained in this document are taken in part from the PRICE Career Education Program Guide which will be published by the Council for Exceptional Children in 1978. Permission has been obtained to use part of this material in the writing of this document. We acknowledge the cooperation of the Council for Exceptional Children which has permitted us to use parts of the PRICE document which will soon appear as their publication, Life-Centered Career Education: A Competency Based Approach.

Iowa Central Community College and Arrowhead Area Education Agency 5 gratefully acknowledge the cooperation of Dr. Donn E. Brolin, Pamela Mauch, and JoAnn Schoepke of the University of Missouri, Columbia for the preparation of this document. Dr. Brolin was the initiator of Project PRICE and its director during the three year project period. Ms. Mauch and Ms. Schoepke are graduate assistants at the University actively engaged in Career Education writing and research.

Several people from the new project staff are to be acknowledged for contributions to this 1978 revised edition:

Larry Zwemke, Learning Coordinator for Pocahontas and Storm Lake
Marvin Lewis, AEA 5 Work Experience Supervisor and Project EBCE-MD Field Director
Sherri Forbes, AEA 5 Learning Coordinator and EBCE-MD Technical Assistant
Jan McMahill, ICCC Program and Training Coordinator
Carl Larson, ICCC Project Director
Merry Maitre, DPI Special Education Consultant to EBCE-MD

Special thanks goes to Dr. Jack Sanders and Phyllis Kessel at the Appalachia Educational Laboratory in Charleston, West Virginia who provided further technical assistance. Third party evaluation of the EBCE-MD project and material was provided by Dr. Ralph Van Dusseldorp.

Typing credits are extended to Judy Cosgrove and Dolores Gregerson of Iowa Central Community College. Tim Hanneman provided proofreading for the final copy. Cover design and printing was done by Dan Fowler at Arrowhead AEA 5 Media Center.

INTRODUCTION

The CROSS REFERENCE CATALOG (CRC) is a guide to help the Learning Coordinator (LC) develop individualized activity sheets for each student. It provides the link between the student's objectives (laid out in the Student Program Guide.) By investigating the student's objectives in the CRC, the LC and student can determine some possible learning activities and resources--in the learning center or community--for the development of Activity Sheets.

The learning activities recorded in the CRC are points of departure for students and LCs preparing activity sheets. It is expected that students and LCs would modify the suggested activities to accommodate their own needs, interests, and aptitudes. It should also be noted that the CRC suggests general activities. Thus, students and LCs will develop specific activities or inquiry steps according to the student's individual needs.

There are four (4) volumes of the CRC: Career Education (CE), English Communications (EC), Personal/Social Skills (PS), and Mathematics (MA). Each volume contains a listing of concepts, interest areas and instructional objectives, as well as recources (learning center and community), and learning activities that can be used with mildly mentally disabled secondary students. The interest areas and related instructional objectives are the focus for the suggested resources and learning activities. The objectives and learning activities are not intended to specifically identify the terminal behavior, nor the level of achievement to be attained by the student. Rather, they are to suggest a general objective and plan around which the LC and student can develop specific objectives and learning activities as they relate to each student's needs, interests, and abilities. This approach was taken in order to allow for total personalization of each student's program.

A blank form has been included in the back of each CRC so that LCs may add new sample activities and new local resources to those now listed in the Catalog. The blank form should be used as a "master" from which other blank pages are reproduced as needed. New activities and local resources are written on the forms which are then inserted by "interest area" behind the appropriate page (s) in the CRC.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self Awareness

SUBCONCEPT PS 1.1.0: Attain a Sense of Body INTEREST AREA PS 1.1.1: What are the major body parts?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to identify major parts of the body.	-Nurse will describe function of internal organs.	X		-The students will complete exercises to feel presence of certain muscles.
	-Artist will demonstrate role of muscle groups in painting and drawing.	X		-The students will list major organ systems and functions.
	-Sports person will describe how body parts are used in various movements (i.e., football, tennis).	X		-The students will discuss body image and their perception of their bodies.
	-Gymnast will lead group in exercises in order to heighten awareness of muscles.	X		-The students will discuss muscle action and functions of skeletal system.
		X		-The students will view a demonstration of voluntary-involuntary responses of body.
		X		-The students will discuss major systems of the human body.
	-Any Site		X	-The students will collect pictures of various body types for making a collage.
				-The student will discuss the major body parts and their functions with a health-aid teacher or RP (nursing home, hospital, etc.). Oral or written report will be given to LC.
	1. The Development of Body Awareness and Position in Space Stanwix House	X		1. This record will provide a sequentially developed training program to help student to establish an awareness of his body and its position in space.
	2. Resource Guide in Sex Education for the Mentally Retarded AAHPER Publications	X		2. This will provide a comprehensive guide for educator and parents using a developmental approach.
	3. Sex Education for the Developmentally Disabled Edmark Associates	X		3. This provides a picture series of body and emotional functions.
	4. Body Language by Julius Fast Evans and Co.	X		4. This book examines the aspects of nonverbal communication.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.1.0: Attain a Sense of Body INTEREST AREA PS 1.1.2: What are your physical characteristics?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to list his/her own physical characteristics.	-Police person will discuss use of unique physical characteristics in identification.	X		-Students will describe physical characteristics.
		X		-Students will discuss what they like best about their own bodies and what they wish to be different.
	-Parents will discuss in positive terms the ways in which student is unique.	X		-Students will discuss changeable and unchangeable human characteristics.
	-Photographer will discuss the various characteristics of a group of his/her photographs.	X		-Students will discuss differences in physical characteristics and their personal meaning.
		X		-Students will discuss concept of human uniqueness (genetic factors).
		X		-Students will make a bulletin board illustrating different physical characteristics.
		X		-The students will make body outline of someone in the class.
		X		-Students will bring baby pictures of themselves and current ones in order to discuss changes.
	-Any Site		X	-a. The student will visit a family health center and have physical exam. b. The student will discuss the procedures involved in a physical exam with a RP. c. The student will study a physical exam form and discuss its content with a RP.
	1. All About Me Frank E. Richards	X		1. This is designed to develop good self-image.
	2. Got To Be Me! A Self-Awareness Program Argus Communications	X		2. By providing opportunities for students to write and talk about themselves, this program helps to develop positive self-image.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.1.0: Attain a Sense of Body INTEREST AREA PS 1.1.3: What are typical physical characteristics and dimensions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe typical physical characteristics and dimensions.	-Doctor or nurse will be guest speaker on normal physical characteristics.	X		-Students will cut out pictures to identify what society considers normal physical characteristics. Students will learn what is considered to be normal height and weight.
	-Parents will support students in acquiring physical dimensions desirable for certain height and body frame.	X		-Students will chart their weight and height comparing birth with now.
	-Parents will model acceptance of physical differences particularly those differences not considered to be normal.			
	-Any Site		X	-The student will select three people, an adult, a peer, and a child and then describe the differences in physical size and dimensions.
	1. The Development of Body Awareness and Position in Space. Stanwix House	X		1. See Interest Area PS 1.1.1
	2. You Frank Richard	X		2. The text helps students themselves by stressing the importance of self-image and body concepts.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.2.0: Identify Interests and Abilities INTEREST AREA PS 1.2.1: What are your personal abilities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to list personal abilities i.e., artistic, social, creative, mechanical, etc.	-Various workers will demonstrate interest and abilities in their jobs. Parents will discuss abilities they need to perform their jobs.	X		-The students will learn the difference between abilities and interests.
		X		-The students will collect list of personal abilities as well as activities in which they can participate.
	-Parents and student will construct an "abilities program" that can be conducted in the home relationship with school program.	X		-The student will select area where he/she shows weakness and, with help of teacher, devise a program to improve in that area.
		X		-The class will devise an "ability test" for themselves to get a feeling for ability as a continuum.
		X		-The students will discuss idea that study and practice can increase student's level of ability.
			X	-The students will take a field trip to job sites to observe workers' abilities.
		X		-The students will construct a bulletin board display illustrating their special abilities.
	-Any Site		X	-The student will discuss his/her personal abilities with the RP and talk over areas where he/she shows needed improvement.
	1. Career Insights and Self-Awareness Games Houghton Mifflin	X		1. This includes areas of interests continuum: life goals, life situations, abilities and data-people and things.
	2. Got To Be Me - Self-Awareness Program Argus	X		2. This encourages awareness of strengths and weaknesses.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.2.0: Identify Interests and Abilities INTEREST AREA PS 1.2.2: What are your personal interests?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to identify personal interests i.e., hobbies, sports, games, etc.	-A hobby enthusiast will discuss and display his/her interests.	X		-The students will bring in hobbies or outside activities and share them with the class.
	-Parents will take student to hobby shop etc. to expose student to a variety of potential interests.	X		-The class will construct a poster or "coat of arms" indicating major areas of interest.
	-Parents will select activity interest/hobby for family.	X	X	-The students will conduct one week "experiment" with new activity and report to class.
	-Field trip will be held at a museum to explore hobbies and collection of persons in the past.	X		-The students will list activities, hobbies, and subjects that they do and are interested in learning.
	-Any Site			-Students will photograph each other with his/her hobby.
			X	-The student will ask their RP to tell about the RP's hobbies and interests.
	1. Got To Be Me - A Self-Awareness Program Argus	X		1. This encourages student to become aware of likes and dislikes, hopes, fears and strengths and weaknesses.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.2.0: Identify Interests and Abilities INTEREST AREA PS 1.2.3: What are your goals in relation to interests and abilities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to demonstrate goal setting in relation to interests and abilities.	-Parents will discuss goals that they have had, how they have succeeded in them (or failed) and how they had to modify their plans.	X		-Students will establish immediate goals that they would like to work toward.
		X		-Students will assess the kinds of abilities and interests necessary for accomplishing their goals.
	-Peers and young adults will discuss present and future goals in their lives.	X		-Students will reassess interest/ability levels in relation to goals (also in relation to other students).
	-Persons in various careers will discuss their goals.	X		-Each student will discuss self as variable in attaining a goal-what a person can do, will do, learn to do, etc.
	-Any Site		X	-The student will ask his/her RP to identify a short and long range goal the RP has set. The LC will discuss with the student the differences in the RP's goals and what abilities the RP will need to complete his/her goals.
	1. Career Insights and Self-Awareness Games Houghton Mifflin	X		1. This includes life goals area.
	2. Know Yourself Webster/McGraw-Hill	X		2. This stresses the importance of setting a goal.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.2.0: Identify Interests and Abilities INTEREST AREA PS 1.2.4: What are your preferences which span a wide range of daily activity?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to list preferences that span a wide range of daily activity.	-Parents will assist students in defining preferences. -Parents and peers will discuss own preferences and see which preferences are shared by students. -Advertising person will discuss how preferences are influenced by the media. -Any Site	X X X	 X	-The students will play "This Is Me" game where they list as many interests, abilities and preferences as they can. -The students will examine each other's responses and discuss their choices compared to other students. -Each student will construct a preference collage illustrating their favorite interests and special abilities. -The student will ask the RP to tell about the RP's preferences in food, clothing, and recreation.
	1. Know Yourself Webster/McGraw Hill	X		1. This stresses the importance of the individual within society, provides information for planning and shows importance of goals.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.3.0: Identify Emotions INTEREST AREA PS 1.3.1; What are common emotions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify common emotions, i.e.,love, sadness, happiness.	-Psychologist/counselor will discuss emotions and how they affect us.	X		-The students will discuss feelings.
		X		-The students will identify emotions from pictures.
	-Parents will discuss different types of emotions people experience and help students list situations that might prompt particular emotions.	X		-The students will list what they do when they feel angry, happy, afraid, content, etc.
		X		-The student will make a bulletin board collage of human faces with different expressions.
	-Any Site		X	-The student will identify different emotions expressed at a site and record the results.
	1. Discover Your Personality: Exploring Your Feelings Guidance Associates	X		1. This focuses on vulnerability, manipulation, envy, anxieties, emotional relationships, etc.
	2. Discovering Your Personality: Who Are You? Guidance Associates	X		2. This emphasizes how families, school and other interactions shape self-images.
	3. The Angry Book by Theodore Rubin MacMillan	X		3. This book encourages ways of expressing anger in a constructive way.
	4. Growth Games by H. Lewis and H. Streitfield Harcourt, Brace and Jovanovich	X		4. Students will add emotions to a film without sound by writing their own dialogue. This provides ideas and activities for group experiences on emotions and feelings.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.3.0: Identify Emotions INTEREST AREA PS 1.3.2: What are ways in which one's emotions affect the behavior of self and others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list ways in which one's emotions affect the behavior of self and others.	-Psychologist will discuss response to variety of emotions expressed in their presence.	X		-Students will structure open-ended problem situations.
	-Parents will express how they feel when student behaves a particular way.	X		-Students will discuss fear of expressing one's feelings to others and rational-irrational consequences of disclosure.
	-A mime will give example of emotions expressed without sound.	X		-Students will role-play showing different response possibilities to particular expressed feelings.
	-Any Site		X	-The student will discuss with a RP how a display of one's emotions affects the behavior of fellow employees.
	1. Grow Power Educational Activities, Inc.	X		1. Game for six players focuses on personality traits of good sportsmanship, tact, honesty, cheerfulness, empathy for others, etc.
	2. Know Yourself Webster/McGraw-Hill	X		2. This is used to help develop realistic concepts of self.
	3. Self-Awareness Through Group Dynamics by Bernard Gunther Collier Books	X		3. This book suggests group activities as a means of discovery about self and interactions with others.
	4. Human Teaching for Human Learning by G.I. Brown Viking Press	X		4. This book serves as a guide to facilitating the group discussion of feelings and emotions.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.3.0: Identify Emotions INTEREST AREA PS 1.3.3: How can you differentiate particular emotions in self and others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will differentiate particular emotions in self and others.	-Members of a performing arts company will role-play variety of human emotions.	X		-Students will describe their experiences with anger, joy, fear, etc. and what they feel inside their body (physical changes).
	-Doctor/nurse will discuss physical changes in body during different emotional states.	X		-Students will role-play with emotions through verbal messages (content, tone, speed).
	-Parents will discuss cues they observe when student is feeling a particular emotion.	X		-Students will role-play with emotions through nonverbal cues, facial expression, posture, rigidity/flexibility of movement.
		X		-Students will supply appropriate emotional state to story or character read by teacher.
		X		-Students will list instances when they respond emotionally, describing what may have caused reaction and what they did.
	-Any Site		X	-The student will identify how he/she felt about a given situation on the job and ask the RP his/her feelings about that given situation.
	1. Discovering Yourself Science Research Associates	X		1. This helps develop concept of self with group activities, self appraisal charts, books, films, etc.
	2. AE: Shaping Identity Guidance Associates	X		2. This examines concepts of individuality, integrity and self-image.
	3. Values and Teaching by Rath, Harmin and Simon	X		3. This manual contains practical and useful suggestions for value clarification exercises.
	4. The Value Game John Washburn Publisher	X		4. The game provides opportunities for exploration and discussion of feelings and values.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.3.0: Identify Emotions INTEREST AREA PS 1.3.4: What are ways in which one may cope with different feelings?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify ways in which one may cope with different feelings.	-Mental health personnel will discuss how to release tension without injuring someone else in the process. -Parents will model effective coping skills. -Parents will point out options that exist for students when dealing with difficult situations. -Psychologist will lead group in relaxation (and/or) meditation techniques.	X X X		-Students will discuss problem-solving techniques that assist students in coping with feelings. -Students will list options that exist in particular emotional situations. -The teacher will observe if students are able to exercise control, utilize options and deal directly with feelings.
	-Any Site		X	-With the help of the LC, the student will develop a questionnaire to be completed by the RP. The questionnaire will ask the RP to evaluate the students' ability to appropriately handle their emotions in at least three given situations.
	1. AC: Coping with Competition Guidance Associates	X		1. This explores the positive and negative characteristics of competition in work and school.
	2. Making Value Judgments: Decisions for Today Charles E. Merrill	X		2. This helps students to discover and to clarify values.
	3. Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living Argus Communications	X		3. This provides strategies to discover values and how they influence daily life.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.4.0: Identify Needs INTEREST AREA PS 1.4.1: What are basic physical needs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list basic physical needs.	-Nurse/doctor will discuss body's needs and how they are satisfied and maintained.	X		-Students will compile list of needs for human survival (oxygen, food, water).
	-Anthropologist/historian will discuss how ancient and modern people meet basic survival needs.	X		-Students will discuss other survival needs: shelter, reproduction of species, security from physical harm, etc.
	-Parents will assist student to identify ways in which own basic needs are met (ex. three meals per day, housing for protection).	X		-Students will construct bulletin board showing necessary ingredients for human survival (food, shelter, clothing).
	-Museum visit to view artifacts and tools used by past civilization for survival.	X		-Students will investigate how human needs are met--varies with the area of the world in which we live.
	-Local Health Department can often provide films, speakers, pamphlets on health and body.	X		-Chart showing different climates, etc. and how it affects physical needs will be made.
	-Any Site		X	-Students will discuss and explore how ecology problems and the world population might affect people's physical needs.
				-The student will identify how the job site accommodatesthe physical needs of the employees.
	1. Public Affair Pamphlets 381 Park Ave. South New York, N.Y. 10016	X		1. These are available on a wide range of topics including health.
	2. Human Reproduction and Family Planning by Elizabeth Whelan Michael Quadland	X		2. This is a programmed text reviewing knowledge of human reproduction and contraception.
	(continued on next page)			(continued on next page)

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA _____

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			(continued)
	3. American Medical Association 535 N. Dearborn Street Chicago, Illinois 60610	X		3. This organization produces information pamphlets on health, safety, etc.
	4. You by C. Trenkle Frank Richards Publishing Co.	X		4. Social adjustment text to help youth with self concept, body functions and needs.
	5. Planned Parenthood Midwest Regional Office 406 W. 34th Street Kansas City, Missouri 64111	X		5. Besides sex information, this organization provides materials on world population.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.4.0: Identify Needs INTEREST AREA PS 1.4.2: What are basic psychological needs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list basic psychological needs.	-Counselor will discuss ways in which parents satisfy student's psychological needs and how student satisfies parents' needs.	X		-Students will identify such needs as love, security, self-worth, acceptance, etc.
	-Parents will assist student in identifying activities that fulfill psychological needs.	X		-Students will identify needs in reference to own life experience. Class will have discussion of how people go about meeting psychological needs through relationships, growth experience, social/political activities, etc. Students will explore how psychological needs may vary with various cultures.
	-Psychologist/doctor will discuss how psychological needs are connected with physical needs to form a person's total health.	X		-Students will discuss and determine which of their psychological needs are met by themselves or by others.
	-Research psychologist will explain psychological deprivation.			
	-Any Site		X	-The student will determine what psychological needs are met at a given site.
	1. AE: Understand Emotions Guidance Associates	X		1. This examines psychological, physical and motivational aspects of emotional response.
	2. Focus on Self-Development SRA (Science Research Associates, Inc.	X		2. This series provides tapes, cassettes, filmstrips on awareness, responding and involvement.
	3. Science Research Associates	X		3. SRA produces booklets on the understanding of emotions and self concept.
	4. Teaching Human Beings by Jeffrey Schrank Beacon Press	X		4. This valuable book provides classroom activities on a variety of issues including sense education, drugs and self-concept.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.4.0: Identify Needs INTEREST AREA PS 1.4.3: What are ways to meet physical needs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
Student will identify ways to meet physical needs.	-Parents will demonstrate and model ways to achieve physical needs.	X		-Students will discuss ways to obtain clothing, shelter, food, etc.
	-Guest speakers from community will discuss services their agency provides relating to physical needs (farmer, grocer, construction, etc.)	X		-Students will discuss how these needs are best obtained (i.e. work, sewing, buying, gardening, etc.).
	-Nurse will discuss the importance of daily rules necessary to meet physical needs.	X		-Students will investigate four basic food groups needed for health.
	-Health Department or hospital person will discuss how physical needs must be met as a means of staying healthy.	X		-Students will prepare a chart of their life for a week to discover how and when physical needs are getting met.
	-Diseases caused by not meeting basic physical needs will be discussed, (vitamin deficiencies, etc.)	X		-Students will investigate various social-economic classes in the U.S. and other countries, and how needs are met in a variety of economic situations.
	-Any Site	X	X	-Students will write local/state health departments, food producers, insurance companies, universities, drug companies and other sources of free or inexpensive materials and pamphlets relating to health concerns.
			X	-The student will compile a list of physical needs that can be met given employment.
	1. Index to Health and Safety Education (Multimedia) National Information Center for Educational Media University of Southern Calif. University Park, L.A. 90007	X		1. This gives user list of 16,000 titles (non-book) of films, records, etc. dealing with areas of health and safety.
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SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA _____

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			(continued)
	2. U.S. Dept. of Health, Education and Welfare Health Services and Mental Health Adm. Maternal & Child Health Ser. Rockville, Maryland 20852	X		2. HEW has pamphlets and materials on health-related topics and issues.
	3. The Great Atlantic Radio Conspiracy 2743 Maryland Ave.	X		3. A selection of tapes is provided by this company which deal with health, ecology, etc.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.4.0: Identify Needs INTEREST AREA PS 1.4.4: What are ways to meet psychological needs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
Student will identify ways to meet the psychological needs.	-Parents will provide love, security, praise and encouragement to student.	X		-Students will identify characteristics desirable in a friend, mate, parent, teacher, etc. who would be instrumental in helping meet their psychological needs.
	-Guest speaker from the community in the field of mental health will discuss available services.	X		-Students will use value clarification strategies to identify ways to meet psychological needs (i.e. list reasons why they love someone, list ways they feel secure).
	-Peers will provide for psychological needs by offering friendship.	X		-Students will write stories about a person who lived on an island alone and how being alone affects meeting psychological needs.
	-Psychologist will discuss how various institutions (churches, schools, police, etc.) meet a variety of psychological needs.	X		-Students will discuss how various problems (shyness, jealousy, guilt, etc.) can block meeting psychological needs.
	-Counselor will discuss how various relationships (marriage, friendship, etc.) help to meet psychological needs.			
	-Drug counselor will discuss how drugs and alcohol meet some people's physical and psychological needs and the problems they cause.			
	-Any Site		X	-The student will compile a list of psychological needs that can be met at that given place of employment.
	1. Do It Now Foundation 2515 E. Thomas Suite #25 Phoenix, Arizona 85008	X		1. This company provides literature on drug education.
	2. See Saw Films P.O. Box 262 Palo Alta, Calif. 94302	X		2. This company has films on drug and sex education.
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SUBJECT Personal-Social Skills

CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.5.0: Understand Physical Self

INTEREST AREA PS 1.5.1: What sexual information should you know?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate a knowledge of appropriate age sexual information.	-Psychologist, representative from Planned Parenthood, speaker from NOW or Women's Movement, sex terapist, and clergy will discuss aspects of sexual experience in the context of their own profession. -Parents will encourage student questions or discussions regarding sexuality. -Doctor or psychologist will identify healthy positive elements of human sexuality. -Counselor will examine how sexuality affects a person's total mental health picture.	X X X X X		-Students will discuss the emotional and social aspects of sexual development. -Students will discuss pornography as it affects student's attitudes towards sex. -Students will be encouraged to ask questions anonymously on sex by putting questions in a classroom box. -Students will list symptoms of venereal disease and know how to obtain medical treatment. -Students will discuss male-female sex roles in current society.
	1. Teacher's College Press Teacher College Columbia University New York, N.Y. 10027	X		1. They publish a book called Sex Education on Film.
	2. ED U Press 760 Ostrom Avenue Syracuse, N.Y. 13210	X		2. This company produces comic books as teaching aids in subjects pertaining to sex, VD, etc.
	3. Multi-Media Resource Center 340 Jones Street #439 San Francisco, Calif. 94102	X		3. Incredible Facts of Life Sex Education is a regular size comic book giving sex education which is produced by this company.
	4. Planned Parenthood Federation of America 810 Seventh Avenue New York, N.Y. 10019	X		4. This organization has materials, pamphlets, etc. on sex, birth control and family planning.

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA _____

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			(continued)
	3. Psycho-Sources Communications Research Machines, Inc. (1973)	X		3. This catalog published by Psychology Today provides information on resources in psychology.
	4. Developing Individual Values in the Classroom by R. Curwin and G. Curwin Education Today Company	X		4. This provides many value clarification. activities for the classroom.
	5. Shyness by Philip Zimbardo Addison Wesley Co.	X		5. This book provides not only information on shyness but illustrates a variety of value clarification and self-esteem activities appropriate for the classroom.
	6. Your Erroneous Zones by Wayne Dyer	X		6. Activities to overcome useless behaviors such as worry, fear, etc. are provided.

SUBJECT Personal-Social Skills

CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.5.0: Understanding Physical Self

INTEREST AREA PS 1.5.2: What are similarities and differences in male and female bodies?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list similarities and differences in male and female bodies.	-Nurse/doctor will discuss different structure/functions of male and female body.	X		-Students will examine life-size models with removable parts (visible man and woman)
	-Dressmaker/tailor will discuss differences in body structure and how this affects their work.	X		-Students will compare structure of male and female body parts using pictures.
	-Parents will discuss physiological functions of each sex with student describing the physical change that student has experienced and has yet to experience.	X		-Students will discuss structure functions of male and female reproductive organs.
	-Pregnant woman will discuss physiological and emotional aspects of pregnancy.	X		-Students will describe physical changes which occur in each sex through physical maturation.
	-Any Site	X		-Students will study how a woman's body changes with pregnancy.
				-Students will construct class bulletin board which illustrates similarities and differences of sexes such as pictures of bearded men, differences in male-female hip structure, etc.
			X	-The students will discuss with their RP any advantages or disadvantages male and female employees have in doing the RP's job.
	1. American Medical Association 535 North Dearborn Street Chicago, Ill. 60610	X		1. Pamphlets are available from the AMA on various aspects of health.
	2. Montreal Health Press P.O. Box 1000 Station G Montreal 130 Quebec, Canada	X		2. Birth Control Handbook is published by this company. It includes valuable sections on male and female anatomy.
	3. The Development of Body Awareness and Position in Space Stanwix House	X		3. This record helps student to establish body awareness.

SUBJECT Personal-Social Skills CONCEPT PS 1.0.0: Achieving Self-Awareness

SUBCONCEPT PS 1.5.0: Understanding Physical Self INTEREST AREA PS 1.5.3: What are the components of your own future sex role?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list components of own future sex role.	-Psychologist will discuss aspects of future sex role. -Peers and young adults will discuss their perceptions of sex roles. -Teacher will discuss how sex role stereotyping has been reinforced by the media (books, TV, radio, movies, etc.).	X X X		-Students will fantasize about their future, including what will constitue a good mate, responsibilities entailed in establishing a relationship and maintaining sexual expectations. -Students will describe necessary ingredients in healthy, sound relationship (love, mutual respect, tenderness, etc.) -Students will record sex-role stereotyping seen in television, books and movies.
	1. Free to be You and Me Ms Foundation, Inc. McGraw-Hill	X		1. This book and record emphasizes nonsexist view of roles.
	2. Harmony by Horia Stefanescu Wombat Films	X		2. This is an eight-minute, animated film investigating male and female sex roles.
	3. Masculinity and Feminity Guidance Associates Pleasantville, N.Y. 10570	X		3. These are two filmstrips and records dealing with sex-role stereotypes.
	4. Feminist Press 10920 Battersea Lane Columbia, Md. 21044	X		4. The publishing company has literature on exploration of sex roles.
	5. Pacifica Tape Library 5316 Venice Blvd. Los Angeles, Calif. 90019	X		5. This company produces a radiotape entitled "Boys are Boys and Girls are Girls" in which an adult interviews children (ages 5-9) about sex roles.

SUBJECT Personal-Social Skills | CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.1.0: Express Feelings of Worth | INTEREST AREA PS 2.1.1: What are positive physical and psychological attributes?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list positive physical and psychological attributes.	-Parents and students will discuss the idea that student has worth as a human being. Peers point out areas that student should feel good about (i.e. that student is a good sport).	X		-LC will present "I feel good because. . ." game which requires student to state why he/she feels good (about playing baseball, being a friend, etc.)
	-Athlete will discuss importance of physical development as part of positive growth. He/she will lead group in exercises.	X		-Students will make personal "coat of arms" using pictures and symbols to represent positive areas, events or things in their lives.
	-Psychologist will discuss personality components.	X		-Students will talk/demonstrate their favorite interest to the class. Students compose self-portraits with matching story about self.
	-Psychologist will teach relaxation techniques.	X		-LC will lead discussion about having the right to feel good. Students participate with daily exercise period.
	-Any Site		X	-Students will learn methods of relaxation techniques.
				-The student will list their positive physical and psychological attributes as it relates to their specific job site.
	1. Positive Addiction by William Glasser Harper and Row	X		1. This book emphasizes becoming "addicted" to positive behavior which develops the character and the body (daily running, cycling, meditation etc.)
	2. Discovering Your Personality Guidance Associates (DYP)	X		2. This focuses on positive and negative aspects of personality.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.1.0: Express Feelings of Worth INTEREST AREA PS 2.1.2: What are ways in which positive attributes make you feel good?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will express ways in which positive attributes make him/her feel good.	-Parents will exchange "I feel good about myself" statements with student.	X		-Students will write/speak to the class about "I am a worthwhile person because . . ."
	-Peers will reflect on students positive expression of worth.	X		-LC will read statements of students' positive qualities and classmembers will attempt to guess the students' identities.
	-Former students will discuss their successes in adult life.	X		-Students will write in "journals" or logbooks daily about feelings toward self while at the job site.
	-Counselor will lead students in group dealing with values clarification.			
	-Any Site		X	-The student will give specific reasons why having a positive attitude about employment causes them to feel good.
	1. <u>You</u> by C. Trenkle Frank Richards, Inc.	X		1. This is a social-adjustment textbook written to help young people understand themselves, and create a better self-image.
	2. <u>Winners and Losers</u> by Sydney Harris Argus Communications	X		2. This book illustrates the idea of "success" within the topics of personal self-image, values, motivation and human relationship.
	3. <u>How To Be Your Own Best Friend</u> by Mildred Newman Bernard Berkowitz Ballantine Books	X		3. This book emphasizes the idea of "knowing oneself" and being responsible to oneself.
	4. <u>Values: What's Important to You?</u> Scholastic Books	X		4. This is a set of readings and logbook dealing with value-laden issues.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.1.0: Express Feelings of Worth INTEREST AREA PS 2.1.3: What are characteristics necessary to feel good about you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list characteristics necessary to feel good about oneself.	-Parents will tell students what they consider as necessary ingredients in feeling good about oneself.	X		-Discussion will be held about the need to believe in oneself and value one's achievements, and to accept one's limitations while trying to improve them.
	-Peers will assist students with a particular skill or talent that he/she would like to develop.	X		-Class session will be held on taking pride in oneself (i.e. appearance, behavior toward others, etc.).
	-Photographer will take pictures of students for use in self-concept activities.	X		-Students will role play exploring own sense of worth and person with little sense of worth.
	-Physical fitness expert will lead exploration discussion on developing positive body image.	X		-Demonstration with videotape/tape recording will be held of situations where people feel worthwhile (winning a game, doing well in school).
	-Any Site		X	-Students will mime positive and negative moods and characteristics.
				-The student will interview his/her RP and list characteristics of individuals that feel good about themselves.
	1. Making Value Judgments, Decisions for Today Charles E. Merrill Pub.	X		1. This helps student to clarify values in order to find identity.
	2. Why Am I Afraid to Tell You Who I Am? by John Powell Argus Communications	X		2. This book provides insights into self-awareness, personal growth and interpersonal communication.

SUBJECT Personal-Social Skills

CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.1.0: Express Feelings of Worth

INTEREST AREA PS 2.1.4: How does the action of others affect your feelings of worth?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe ways in which the action of others affects one's feelings of worth.	-Peers will discuss with students in nonschool ratings how they make him/her feel worthwhile.	X		-Videotape/role play will be held of peers positively/negatively affecting students self-worth by praise, support, ridicule, anger, etc.
	-Parents will ask for the student's opinions and suggestions regarding family affairs, indicating that the students ideas and feelings are valued.	X	X	-Students will discuss how other people at the site make them feel good and how they express feelings in return.
	-Psychologist will discuss the positive way to give and to receive compliments.	X		-Bulletin boards will be prepared of people enjoying others.
		X		-Discussion will be held of how mood, facial expressions, and attitude can affect one's feelings.
	-Any Site		X	-Students will have "secret friends" for a week and will deliver positive notes and do helpful tasks for this "friend".
				-The students will record their feelings after reviewing their evaluation with the RP.
	1. Discover Your Personality - Who Are You? Guidance Associates	X		1. This demonstrates how family, school and other interactions shape each child's self-image.
	2. Planned Group Guidance American Guidance Service	X		2. Some of the projects in this program deal with interpersonal relationships.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.2.0: Telling how others see me INTEREST AREA PS 2.2.1: What are potential reactions of others to you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list potential reactions of others to oneself.	-Parents will emphasize value of student as individual despite limitations.	X		-Students will discuss the fears that people who are different must face.
	-Psychologist will discuss the effects of prejudice.	X		-Students will list expectations of people's reaction differences (pity, avoidance, etc.)
		X		-Students will role-play various reactions of people.
	-Any Site		X	-The students will ask their RP to tell how the RP feels about the mayor, other politicians, and famous sports figures.
	1. Discovering Your Personality: Exploring Your Feelings Guidance Associates	X		1. This focuses on relationships' manipulative behavior, anxieties and empathic responses.
	2. Going Places With Your Personality: A Guide to Successful Living by C.H. Kahn, R. Tong and W. Jew Fearon Publishers	X		2. This emphasizes the development of desirable habits and attitudes.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.2.0: Telling how others see me INTEREST AREA PS 2.2.2: What is your view of how others see you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will construct personal view of how others see him/her.	-Parents will encourage students to consider how their behavior attitudes are perceived by others.		X	-Students will list what other co-workers at the job site see as his/her strengths and weaknesses.
		X		-Students will role play self in various situations.
		X		-Students will observe self on videotape to get an idea how perceived by others.
		X		-Students will listen to audio tape of self to discover how voice sounds.
	-Any Site		X	-The students will list their perception of how the RP sees the students' strengths and weaknesses.
	1. Family Life Education Mini-Units Channing L. Bete Co., Inc.	X		1. This series emphasizes the importance of attitudes.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.2.0: Telling how others see me INTEREST AREA PS 2.2.3: What is the relationship between your behaviors and others reactions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the relationship between one's behaviors and reactions of others	-Counselor will discuss with students in individual or group sessions the importance of accepting consequences for their behavior.	X		-Students will simulate situations where certain behaviors draw particular reactions from others.
	-Parents will point out how they react to certain behaviors of others.	X		-Students will discuss behaviors and the general reactions from others.
	-Any Site		X	-The students will discuss with their RP how given behavior will effect the behavior of fellow employees.
	1. Focus on Self Development by Science Research Associates	X		1. This is a series of tapes or cassettes, filmstrips on awareness, and involvement focusing on self interpersonal skills, and response to the environment.
	2. TA for Kids by Alvyn Freed Jalmar Press	X		2. This presents the basic ideas of transactional analysis to youth.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.2.0: Telling how others see me INTEREST AREA PS 2.2.4: What are some individual differences in others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate awareness of individual differences in others.	-Parents will help students become more aware of individual differences through discussion.	X		-Students will role play different types of personalities (i.e. extrovert, shy, etc.).
	-Parents will encourage students to be accepting of individual differences in people.	X		-Students will discuss the differences in individuals (i.e. personality, appearance, etc.).
	-Police officer will discuss how individual differences are used in police investigations.	X		-Students will construct a collage which illustrates the variety of individual's appearances.
	-Any Site		X	-The students will describe the individual differences of three employees at an experienced site.
	1. Let's Talk About... Mafex Associates	X		1. This filmstrip series investigates behavior patterns and is designed to motivate group discussions.
	2. What Do You Expect of Others? Guidance Associates	X		2. This filmstrip series presents conflicts over values and concepts, and focuses on discussion to understand the conflict.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.3.0: Accept praise INTEREST AREA PS 2.3.1: What statements of praise can you identify in your everyday activity?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify statements of praise in everyday activities.	-Parents will identify praise statements that they use in the family situation.	X		-Students will discuss their perceptions of "praise".
	-Salesman, store manager or coach will discuss how they utilize praise.	X		-The LC will read a variety of statements and the students will indicate whether it is praise, criticism or "neutral".
	-Counselor will demonstrate how praise is important for self concept.	X		-The LC/students will read short stories in which the characters behave in a manner that warrants praise.
		X		-The bulletin board will illustrate instances where praise would be appropriate.
		X		-Role play of classroom, home, play situations, etc. will demonstrate the effective use of praise.
			X	-Students will give praise to friends outside classroom.
	-Any Site		X	-The students will list any statements of praise received at the site during a given period of time.
	1. TA for Kids by A.M. Freed Jalmar Press	X		1. This provides instruction in transactional analysis. Positive strokes (praise) are emphasized.
	2. Why Am I Afraid to Tell You Who I Am? by J. Powell Argus Communication	X		2. This book provides insights into self-awareness, personal growth and interpersonal communication.
	3. Learning About Human Relationships David Book Publishing Co.	X		3. This is a series of 16 pictures with suggestions for use as a stimulus.

SUBJECT Personal-Social Skills

CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.3.0: Accept praise

INTEREST AREA PS 2.3.2: What are appropriate and inappropriate responses to praise?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list appropriate and inappropriate responses to praise.	-Parents will participate in role plays with student, giving opportunities to practice using praise.	X		-Students will be given tasks by the LC and praised accordingly.
	-Parents will model effective praise behavior within the family environment.		X	-Students will identify areas in which they receive praise. The student will define weak areas at the job site and, with assistance, strengthen their ability with appropriate praise.
	-Parents will identify situations in which the student can give someone praise for their efforts abilities, appearance, etc.	X		-The students will practice accepting and giving praise in group situations at appropriate times.
	-Any Site	X		-The students will practice delivering praise in role play and everyday class situations.
			X	-The students will discuss with their RP how to receive praise gracefully and appropriately.
	1. Let's Talk About Mafex Associates	X		1. This filmstrip series investigates behavior patterns and feelings.
	2. Better Personal Relationships Through Honest Communication Argus Communications	X		2. Spirit masters and paperback book make up tnis communication unit.

SUBJECT Personal Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.3.0: Accept praise INTEREST AREA PS 2.3.3: What are ways to respond to praise statements by others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will respond to praise statements by others.	-Parents will discuss ways students can accept praise.	X		-Students will discuss how they feel when someone praises them (i.e. awkward, proud, happy, embarrassed, etc.).
	-Parents will model appropriate ways to accept praise.	X		-Students will role-play ways to accept praise (i.e. saying "Thank you," "That's very nice of you to say so," "I appreciate your kind words," etc.).
	-Parents will give students praise when appropriate to provide them with an opportunity to practice reactions.	X		-Students will discuss compliments.
	-Newspaper person will discuss how praise is used in newswriting.	X	X	-Students will keep record of praise received for one day.
	-Any Site		X	-The students will discuss with their RP how they feel when they receive praise.
	1. I Am Loveable and Capable Argus Communications	X		1. This book and filmstrip deals with self-confidence building.
	2. Your Personality: The You Others Know Guidance Associates	X		2. This deals with peer definitions of personality and character.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.3.0: Accept Praise INTEREST AREA PS 2.3.4: What are the effects which praise has on you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the effects of praise on one-self.	-Counselor or psychologist will discuss how praise tends to increase behaviors deemed positive.	X		-Students will discuss feelings after receiving and giving praise.
	-Parents will discuss when someone is sincerely praising the student as compared to when someone is using praise with an ulterior intention (manipulation).	X		-Students will examine the effects of praise on one's need for attention and reinforcement.
	-Athletes, musicians, etc. (persons who are successful in their fields) will share praise experiences in past which helped them to reach their goals.	X		-Role-play/videotape will be held of praise situation where students evaluate the effects of praise on receiver.
	-Any Site	X	X	-LC will present incomplete stories to which students describe characters affected by praise.
			X	-Students will read critics' reviews of popular films to determine how and when praise is used.
				-The student will identify how praise effects job performance.
	1. It's Your Life by J.J. Pancrasio Benefic Press	X		1. This is geared toward teenagers coping with life. Simulated incidents, role playing and activities are integral to the book.
	2. If You Really Knew Me, Would You Still Like Me? by Eugene Kennedy Argus Communications	X		2. Building self confidence is the goal of this book.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Confidence

SUBCONCEPT PS 2.4.0: Accept Criticism INTEREST AREA PS 2.4.1: What are critical and/or rejecting types of statements?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify critical and/or rejecting types of statements.	-Parents will identify how & when they use criticism in their relationships with the student.		X	-The students will discuss with the RP reasons that people utilize criticism (positive & negative reasons).
	-Newspaper person will illustrate the effect of critical statements in "Letters to the Editor" section of newspaper.	X		-The students will use bulletin boards to illustrate situations in which criticism would be appropriate.
			X	-The students will discuss with the RP the differences between constructive & destructive criticism.
		X		-The students will discuss their perceptions of criticism.
	-Any Site		X	-The student with the assistance of their RP will make a list of comments that are critical and/or rejection type comments.
	1. How to Get Rid of Emotions That Give You a Pain in the Neck. Merrill Harmin Argus Communications	X		1. This focuses on self evaluation benefiting from criticism and setting goals.
	2. Family Life Education Mini Unit. Channing L. Bete Co., Inc.	X		2. These are booklets dealing with attitudes and understanding of self.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.4.0: Accept Criticism INTEREST AREA PS 2.4.2: What are appropriate ways to respond to criticism and/or rejection?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list appropriate ways to respond to criticism and/or rejection.	-Local politician will discuss the need to accept criticism realistically but not personally.	X		-The student will conduct desensitization exercises in hearing criticism of self.
	-Numerous owners, managers, supervisors will conduct panel discussion on roles of criticism with employees.	X		-Students will role-play situations in which they deliver critical comments to each other.
	-Movie theater owner will discuss how criticism affects ticket sales.	X	X	-Students will observe modeling of constructive criticism on videotape & attempt direct imitation.
	-Any Site		X	-Students will keep a weekly log of how he/she responded to criticism.
				-The student will identify proper responses to criticisms that may be experienced on the job.
	1. Understanding Emotions Guidance Associates	X		1. These are filmstrips dealing with various emotions.
	2. Discovering Your Personality: Exploring Your Feelings Guidance Associates	X		2. These are filmstrips emphasizing anxieties, envy, empathetic responses and other feeling.
	3. Dealing with Anger Guidance Associates	X		3. These are filmstrips focusing on using authority as object of rage and scapegoating.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.4.0: Accept Criticism INTEREST AREA PS 2.4.3: What are ways to respond appropriately to critical statements?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will respond appropriately to critical statements.	-Peer & young adults will discuss their experience with criticism on & off the job.	X	X	-Students will list possible statements which could be construed as critical.
	-Parents will model effective acceptance & giving of criticism in home situation.	X		-Students will discuss ways to react to critical statements.
	-Any Site		X	-Students will role-play situations in which critical statements are made to them.
				-The student will discuss with their RP the importance of accepting criticism without displaying anger.
	1. Understanding Our Feelings Instructo Corp.	X		1. These are photographs with guide for use in dealing with emotions.
	2. The Ungone-Tell It Like It Is Social Studies School Service	X		2. This book deals with helping teenagers with thinking, feeling and doing.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.4.0: Accept Criticism INTEREST AREA PS 2.4.4: What are the positive and negative effects of criticism on you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will list the positive & negative effects of criticism on self.	-Coaches will discuss criticism as it assists athletes in improving their performance.	X		-The students will role-play constructive criticism for particular acts, with discussions of potential consequences.
	-Athletes will discuss their response to criticism in terms of their athletic performance.	X		-The students will role-play destructive criticism & discuss its possible consequences.
	-Psychologist/counselor will discuss the negative consequences of destructive criticism.	X		-Students will list situations they have received criticism for in particular acts/statements.
	-Actors for local company will discuss how criticism has assisted them in cultivating their acting skill.	X		-Students will demonstrate the variety of reactions to criticism and discuss reasons for such reactions.
	-Any Site		X	-Students will make 20 "I am...." statements about self (sentence completion) and then evaluate which ones are positive, neutral or negative.
				-The students will list criticisms they have received on the job and discuss their reactions to those criticisms.
	1. I am Loveable and Capable Argus Communications	X		1. This book and filmstrip deals with self confidence and "put downs".
	2. The Trouble with Truth Guidance Associates	X		2. These are filmstrips and records which deal with fairness and trust from others.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.5.0: Develop Faith in Self (Confidence) INTEREST AREA PS 2.5.1: What are positive characteristics of you in a variety of areas? (school, work, recreation)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify positive characteristics of oneself in a variety of areas, i.e., school, work, recreation.	-Students will ask parents to evaluate performance in household responsibilities.	X	X	-Students will list all areas in which they can evaluate performance(school work, assigned classroom job, work, personal activities).
	-Employers/supervisors will discuss their evaluation of employees.	X		-Students will discuss evaluation of one's own capabilities/performance & discuss making appropriate corrections as one way of maintaining self-concept.
	-Military officer will illustrate and discuss the importance of evaluation.	X		-The students will discuss how working up to one's capabilities assists in establishing faith in self.
	-LC will discuss the role of evaluation in school and learning.	X		-Students/LC will evaluate student behaviors & offer constructive feedback.
	-Any Site		X	-The student will discuss his/her strengths with the RP as they relate to that specific job.
	1. Hope for the Flowers by Trina Paulus Paulist Press	X		1. This illustrated story deals with hope and caring for others.
	2. Your Personality: The You Others Know	X		2. This series contains filmstrips and cassettes dealing with self discovery.
	3. Making Sense of Our Lives Argus Communications	X		3. These six programs deal with self-awareness and value clarification.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.5.0: Develop Faith in Self (Confidence) INTEREST AREA PS 2.5.2: What are appropriate ways to express confidence in you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list appropriate ways to express confidence in oneself.	-Parents will reinforce feelings of competence in student by praising positive accomplishments.	X		-LC will ask the student "judgement questions" which will require the student to pick the correct response. LC offers other answer, giving student a chance to change mind. Objective: to assist student in developing trust in judgement.
	-Peers will identify students' positive characteristics (ex: that student has social grace & judgement).		X	-The student will discuss with the RP the idea that failure at hard tasks should not undermine trust in own abilities.
	-Parents will discuss the importance of self-trust, particularly in situations where group pressure is being put on the student to conform to particular values.	X		-The student will discuss the role of trust in self as reflected in selection of friends,
		X		-Students will practice assertion techniques presented in group.
	-Counselor will lead a small group in assertion training.			
	-Any Site		X	-The students will list acceptable ways of identifying one's strengths as it relates to a given job site.
	1. I am Loveable and Capable Argus Communications	X		1. This book and filmstrip deals with self confidence.
	2. Meeting Yourself Halfway Argus Communications	X		2. This book and spirit masters set provides activities on values clarification.
	3. It's Your Life Benefic Press	X		3. This book emphasizes goal setting and self evaluation.

SUBJECT Personal Social Skill CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.5.0: Develop Faith in Self (Confidence) INTEREST AREA PS 2.5.3: What positive statements can you make about you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will make positive statements about oneself.	-Parents will role-play self-assertiveness situations with student (ex: exchanging faulty merchandise).	X	X	-Students will list ways in which they can act in their own behalf (dress self, keep on a schedule, make & keep appointments, etc.)
		X		-Students will practice assertiveness exercises: observation of videotape/role-plays of students asserting feelings, needs, ideas, then practicing what they saw.
	-Parents will reinforce all self-reliant actions of student in an effort to further student's independence.		X	-The students will discuss the importance of standing up for oneself when student feels in the right.
	-School counselor will assist students in such skills.		X	-Students will list strengths.
	-Any Site		X	-The student will identify positive self characteristics of his/her behavior and appearance while at the job site.
	1. Help Yourself Argus Communications	X		1. This book provides a reference for the LC for self awareness activities.
	2. Understand Yourself Channing L. Bete Co., Inc.	X		2. This inexpensive booklet deals with self concept.

SUBJECT Personal-Social Skills CONCEPT PS 2.0.0: Acquiring Self Confidence

SUBCONCEPT PS 2.5.0: Develop Faith in Self (Confidence) INTEREST AREA PS 2.5.4: What are potential reactions of others to your expressions of confidence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify potential reactions of others to expressions of self-confidence.	-Parents will discuss the difference between an expression of self-confidence & bragging.	X		-Students will list various ways in which others could respond to an expression of self-confidence.
	-Counselor will explain how a positive self-image can help a person.	X		-Students will dramatize possible responses when others express self-confidence, e.g. "Yes, you must be good at that;" "I didn't know you were so talented:" "Good. you need to be self confident."
	-Counselor and parents will identify strengths in a person and help him find ways to respond to others when others express self-confidence.	X		-Students will tape discussions or expressions of self-confidence to be used with the LC as listener-feedback person.
	-Any Site		X	-The student will discuss with their RP ways in which others will react to his/her expression of self-confidence.
	1. Why Am I Afraid to Tell You Who I Am by J. Powell Argus Communications	X		1. This book provides insights into self-awareness, personal growth and communication.
	2. Your Attitude and You Channing L. Bete Co., Inc.	X		2. This inexpensive booklet deals with positive self concept.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.1.0: Know character traits needed for acceptance INTEREST AREA PS 3.1.1: What are your acceptable character traits?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify own acceptable character traits.	-Social worker/counselor will conduct "who are you" workshops in class.	X		-Small group discussion in which student will state own acceptable character traits & receives input from LC & other students.
	-Parents/peers will praise student's traits.	X		-The student will construct a symbol (ex: coat of arms) indicating several components of student's character.
	-Parents will point out other adults who exhibit same characteristics.			
	-Counselor will discuss how personality traits affect one's job choices.			
	-Any Site		X	-The student will list, with the aid of the RP, good character traits.
	1. Planned Group Guidance American Guidance	X		1. This is a discussion manual containing projects in interpersonal relationships.
	2. Going Places With Your Personality: A Guide to Successful Living by C.H. Kahn R. Tong W. Jew Fearon Publishers	X		2. This book emphasizing interpersonal relations uses information, observations and discussion to help students develop desirable habits and attitudes.
	3. Understanding Yourself Steck Vaughn Co.	X		3. This deals with positive self concept.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.1.0: Know Character Traits Needed for Acceptance INTEREST AREA PS 3.1.2: What are acceptable character traits in others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify acceptable character traits in others.	-Parents will identify acceptable traits in others.	X		-Small group discussions will be held through which students will identify positive qualities of classmates.
	-Supervisor/foreman will discuss acceptable traits of successful worker.	X		-The students will present the lives of historical figures who demonstrated these characteristics.
	-Psychologist will briefly outline various personality theories.	X	X	-Students will make a collage illustrating the positive traits of another person present at the job site.
	-Any Site		X	-The students will make a list of positive traits of a fellow employee at a given job site.
	1. Teaching Children Values Through Unfinished Stories by D.B. Carr E.P. Willinberg Educ. Activities Inc.	X		1. These stories allow individual to see self as central character.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.1.0: Know Character Traits Needed for Acceptance INTEREST AREA PS 3.1.3: What are character traits necessary for acceptance in various situations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list character traits necessary for acceptance in various situations.	-Parents/peers will discuss cheerfulness/cooperation as a necessity in everyday life.	X		-The students will structure group activities that necessitate cooperation.
	-Student will observe various workers utilizing these traits in their daily activities (bank teller, store clerk).	X		-The student will role-play a situation in which students use cheerful & cooperative behaviors.
	-Various workers will describe the necessity of cooperation on the job & provide examples.		X	-Students will list traits that they find pleasant in co-workers at the job site.
	-Any Site		X	-The student will determine, through discussion with the RP, the importance of good character traits for a given job.
	1. Eddie In School by B. Piltch Fearon Publishers	X		1. This book relates 30 short stories of the learning experiences of a teenage city boy.
	2. The Person You Are by J.H. Turner Follett Publishing Co.	X		2. This workbook deals with topics of personality, self control, self concept and relating to others.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behaviors

SUBCONCEPT PS 3.1.0: Know Character Traits Needed for Acceptance INTEREST AREA PS 3.1.4: What are different character traits which inhibit acceptance?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list different character traits that inhibit acceptance.	-Parents will point out behaviors when they occur at home & when it is encountered outside of the home. -Supervisor/foreman/personnel manager will discuss behaviors that interfere with work performance & relations with fellow workers. -Psychologist will discuss personality traits rejected by general society.	X X X		-LC will present incomplete stories in which characters demonstrate traits that students complete & discuss. -Students will construct hypothetical characters to fit particular situations. -Students will role play personalities which inhibit acceptance by others.
	-Any Site		X	-The student, with the aid of the RP, will identify undesirable character traits that will hinder employment.
	1. Adolescent Conflicts: Coping with Jealousy Guidance Associates	X		1. This deals with jealousy within a relationship.
	2. Adolescent Conflicts: Dealing with Group Pressures Guidance Associates	X		2. This dramatizes choice between conscience and peer acceptance.

SUBJECT Personal-Social Skills

CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.3.0: Know Proper Behavior in Public

INTEREST AREA PS 3.2.1: What are reasons for appropriate behavior in public places?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify reasons for appropriate behavior in public places.	-Parents/peers will assist student in developing proper manners/behavior around home & reinforce student for using same in public.	X		-Students will role-play with one polite & one rowdy student; class serves as public and discusses their perceptions of both students.
	-Parents/peers will model skills in their daily lives.	X	X	-The students will discuss respecting the rights of others through manners & good behavior.
	-Police person will discuss laws affecting public behavior.		X	-Students will list their ideas of appropriate behavior while at the job site.
		X		-Class bulletin board illustrating proper behavior in public places.
		X		-Students will develop rules for appropriate behavior in their own classroom.
			X	-Student will interview the RP to identify & list the rules governing employee behavior.
	1. What Do You Do About Rules? Guidance Associates	X		1. This is a filmstrip and record set which deal with rules and relationships to others.
	2. Let's Talk About Mafex Associates	X		2. This filmstrip series discusses proper and improper behavior.
	3. The Person You Are J.H. Turner Follett Publ.	X		3. This workbook deals with several issues including self-control and understanding others.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.2.0: Know Proper Behavior in Public INTEREST AREA PS 3.2.2: What is appropriate behavior when using transportation facilities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify appropriate behavior when using transportation facilities.	-Bus/taxi driver/train conductor will discuss appropriate behavior.		X	-The students will plan field trips to variety of transportation facilities (train station/ train; bus station/bus; airport/airplane).
	-Parents/peers will take students on each mode of transportation & identify proper behavior	X X		-The student will role-play the appropriate behavior on particular vehicle. -Students will make a handbook illustrating proper behavior when using transportation facilities.
	-Police person will discuss importance of proper behavior in relationship to safety on transportation facilities.			
	-Any site.		X	-The student will discuss with their RP behaviors which are acceptable when using public transportation to and from the job site.
	1. Manners Made Easy by M. Beery Webster/McGraw Hill Co.	X		1. This is a book on social usage, conduct and poise development for teenagers.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.2.0: Know Proper Behavior in Public INTEREST AREA PS 3.2.3: What is appropriate behavior when using eating facilities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify appropriate behavior when using eating facilities.	-Restaurant manager will discuss appropriate behavior.		X	-The students will plan field trips to several different types of dining places (restaurant, diner, etc.).
	-Parents will instruct student on how to behave in different situations.	X		-The students will role-play dining out in restaurant in the classroom, including ordering, paying bill, tips, etc.
		X		-Students will videotape and critique role plays of eating situation.
	-Any Site		X	-The student will observe his/her fellow workers during the lunch hour to determine what are acceptable eating habits.
	1. Social Development David Cook	X		1. This is a series of 12 pictures with suggested activities to facilitate social development.
	2. Manners Frank E. Richards Co.	X		2. This is a workbook on manners for adolescents.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.2.0: Know Proper Behavior in Public INTEREST AREA PS 3.2.4: What is appropriate behavior when using recreational facilities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify appropriate behavior when using recreational facilities.	-Recreation personnel will discuss safety factors & proper behavior on the facilities.		X	-The students will conduct field trips to bowling alley, skating rink, ball game, etc., to observe participant & audience behavior.
	-Parents will take students to variety of recreational settings & identify appropriate behavior.	X		-The student will role-play behaviors that can lead to injury or present safety hazards.
	-Sports person will describe importance of proper behavior and rules for safety in sports.	X		-The students will discuss improper manners/behavior & their influence on enjoying recreation.
	-Any Site	X	X	-Students will make collages illustrating proper recreational behavior.
			X	-The student will observe the behavior of three different individuals at a recreation area. The observed behavior will be discussed with the LC.
			X	-The student will interview the RP to identify any recreational facilities that may be provided for the employees.
	1. Discovering Your Personality Belong to a Group Guidance Associates	X		1. This illustrated various rules in peer group situations and environments.

SUBJECT Personal -Social Skills

CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.3.0: Develop Respect for of Others

INTEREST AREA PS 3.3.1: What are personal and property rights of others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify personal and property rights of others, e.g. freedom from physical injury, control of personal property.	-Lawyer will discuss the broad spectrum of legal rights of individuals.		X	-The students will conduct a field trip to a local court.
	-Parents will discuss the rights and responsibilities of each family member.	X		-Students will study an abbreviated version of the Bill of Rights.
	-Counselor will discuss rights of students.	X		-LC will read situations in which an individual's rights are being violated and students will identify the violation.
			X	-Students will list what they feel are their individual rights while at the site.
		X		-Role-plays showing individuals receiving proper respect and unfair treatment from others.
		X		-Students will collect news articles dealing with rights of people.
	-Any Site		X	-The student will ask the RP to identify policies written by the company to insure that given rights of the employees are taken into consideration.
	1. Manners Made Easy by M. Beery Webster/McGraw Hill Co.	X		1. This is a book on social usage, conduct and poise development for teenagers.
	2. Up Against the Law: Legal Rights of People Under 21	X		2. Book dealing with rights of students.

SUBJECT Personal-Social Skills

CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.3.0: Develop Respect for Rights of Others

INTEREST AREA PS 3.3.2: What are reasons for respecting the rights and properties of others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will identify reasons for respecting the rights and properties of others.	-Parents/peers will show students their favorite/valuable possessions and explain why they are valuable to them.	X	X	-Students will identify objects they have purchased from own resources and discuss the time it took to save money to obtain item.
	-Peers will discuss with students why respect for others' possessions is part of friendship.	X		-The student will role-play using/abusing a belonging of another student, followed by a discussion of the owner's feelings about other student's irresponsibility.
	-American Civil Liberties Union (ACLU) Person from local chapter will discuss rights of persons.	X		-Students will list the things that they use in the course of the day that do not belong to themselves (school books, pencils, school-owned equipment, etc.)
		X	X	-Students will record rights exercised in their weekly activity log.
	-Any Site		X	-The student will discuss with their RP the need to respect co-workers' personal property.
	1. What Do You Do About Rules? Guidance Associates	X		1. This is a filmstrip and records set which deals with functions of rules and relationships to others.
	2. Discovering Your Personality: Belong to a Group Guidance Associates	X		2. This shows rules in family and peer group situations.

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SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Accepting Socially Responsible Behavior

SUBCONCEPT PS 3.3.0: Develop Respect for the Rights of Others INTEREST AREA PS 3.3.3: How can you demonstrate respect for other persons and their property?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate respect for other persons and their property, e.g. talking in turn, appropriate care of borrowed items, etc.	-Former students will discuss the importance of respecting personal rights of others as it applies to their work situations.	X		-Students will be given particular situations to role-play (ex: what to do if you are at the end of a long day, waiting to see a good movie) with class evaluating student's behavior in regard to respecting the rights of others.
	-Parents will model effective behavior with family context and point out instances of one family member respecting the rights of another member.	X	X	-Students will list settings in which they can demonstrate respect for others: school, house, recreational area, job site.
		X		-Students will prepare bulletin board dealing with rights.
	-Counselor will discuss the importance of respect for rights of others.		X	-The RP will be asked to evaluate the student's ability to appropriately care for other people's property while attending the job site.
	-Any site.			
	1. But It Isn't Yours Guidance Associates	X		1. This is a record and filmstrip on borrowing, stealing, owning and deserving to own.
	2. Better Personal Relationship: Through Honest Communication Argus Communication	X		2. This is a paperback and spirit masters set.
	3. Grow Power Educational Activities, Inc.	X		3. This is a game for 6 which focuses on honesty, sportsmanship, and concern for others.

SUBJECT Personal-Social Skills | CONCEPT PS 3.0.0: Accepting Socially Responsible Behavior

SUBCONCEPT PS 3.3.0: Develop Respect for the Rights of Others | INTEREST AREA PS 3.3.4: What are appropriate situations and procedures for borrowing the property of others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab	Com	LEARNING ACTIVITY
The student will list appropriate situations and procedures for borrowing the property of others.	-Parents/peers will discuss the need to care for other's possessions as one's own when borrowing.	X		-The students will role-play a potential borrower and lender followed by discussion of: who to ask (friend or stranger), statement of reason for borrowing, statement of concern for others' possessions, and establishing a time when article will be returned.
	-Parents will role-play borrowing situations with students.			
	-Peers will discuss with students their feelings about approaching another person to borrow something.	X		-The students will role-play a situation where student has damaged the borrowed article, including discussion of how to state this to owner, decide on repair or replacement and make apology.
	-Managers of firms that loan tools, appliances, etc. will discuss resources.	X		-Students will list situations where they might have to borrow something from another person.
		X	X	-Students will identify sources from which they may borrow/rent tools, household appliances, etc.
	-Any Site		X	
				-The student, with the assistance of the RP, will list appropriate situations for borrowing others' property.
	1. But It Isn't Yours Guidance Associates	X		1. This is a record filmstrip set on borrowing stealing, owning and deserving to own.
	2. Making Value Judgements: Decision for Today.... Charles Merrill Co.	X		2. This is a book to help students to clarify students to clarify values.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.4.0: Recognize and Follow Instructions INTEREST AREA PS 3.4.1: What are common authority roles?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify common authority roles, e.g. teachers, parents, public officials.	-Police officer will discuss his/her function as an authority figure.	X		-Students will list the authority roles that affect their environment (parents, teacher, principal, etc.) and discuss the purpose of instructions from each source.
	-Workers from community (older and peers) will discuss how they handle working with an authority figure (ex: foreman, boss, etc.)	X		-Students will list authority roles in the community (police officer, elected officials, clergy, etc.) and how these roles affect student's life.
	-Parents will discuss their family and community roles.	X		-The students will role-play situations involving the student and authority figures from general community.
	-Counselor will discuss the roles involved in a school or educational environment.		X	-The students will construct bulletin boards illustrating different authority figures at work.
		X		-Students will discuss how authority roles affect peer groups.
	-Any site.		X	-The student, with the assistance of the RP, will identify the role of specific authority figures related to the given job site.
	1. Discovering Your Personality: Belong to a Group Guidance Associates	X		1. This shows various rules in family and peer groups.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.4.0: Recognize and Follow Instructions INTEREST AREA PS 3.4.2: What are reasons for following instructions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will identify reasons for following instructions, e.g. safety, order, convenience.	-Parents will discuss the importance of following instructions in daily family life.	X		-Students will discuss the way things would be if everyone did as they pleased: traffic problems, law breaking, general confusion within society.
	-Peers will discuss problems caused when one student disregards rules.	X		-Students will list instructions they follow in school situation: where to go for fire drills, what chapters to read, how to do math problems, etc.
	-Swimming pool guard will discuss the safety factors that are considered in instructions and rules for pool use.	X		-Students will role play situations in which rules were and were not followed.
	-Principal will discuss importance of school rules.			
	-Any Site		X	-With the assistance of the RP, the student will identify how following directions insures safety at the job site.
	1. What Do You Do About Rules? Guidance Associates	X		1. This is a filmstrip record set examining functions of rules and relationships to others.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.4.0: Recognize and Follow Instructions INTEREST AREA PS 3.4.3: How can you respond appropriately to specific instructions from authorities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab	Com	LEARNING ACTIVITY
The student will respond appropriately to specific instructions from authorities.	-Parents will give students sequenced instruction and evaluate students' ability to properly expedite them.	X		-LC will assign different tasks to small groups of students. The tasks can only be completed by following given instructions.
	-Peers and students will practice following specific instructions by devising rules for new game or new rules for existing games.	X		-Each student will be given sequential instructions for completing an assigned task.
	-Craftsman/cook/auto repairman, etc. will demonstrate the importance of completing specific directions/procedures.	X	X	-The students will discuss with the RP or LC how to ask for more information if instructions were not clear.
	-Any Site	X		-One group of students will construct sequential instructions for completing particular tasks for another group to complete.
			X	-Students will go on scavenger hunt, illustrating the need to follow instructions.
			X	-The student will discuss with their RP how to seek more information concerning a certain task or assignment.
	1. T.A. for Kids by A.M. Freed Jalmar Press	X		1. This book can help deal with decision making and dealing with authority.
	2. Up Against the Law: Legal Rights of People Under 21 by Joan Struuse New American Library	X		2. This book emphasizes the rights of students.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.4.0: Recognize and Follow Instructions INTEREST AREA PS 3.4.4: What are situations in which you have the right to disregard instructions from authorities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify situations in which the individual has the right to disregard instructions from authorities, e.g. participation in a physical activity when ill.	-Parents will discuss consequences of possible harmful instructions, e.g. threat to physical safety.	X		-Students will discuss possible personal reasons (injury, illness, etc.) which would make it necessary to disregard instructions.
	-Parents will stress importance of disregarding instructions and informing the proper authority, e.g., tell the teacher or coach you are sick or injured.	X		-LC will write a variety of situations on the board and explain each. Students then discuss the situations in terms of appropriateness to disregard instructions, e.g. safety, unlawful act.
	-Psychologist will demonstrate assertion techniques.			
	-Any Site		X	-Students will discuss with their RP's certain times when they would be unable to follow instructions, e.g. illness, personal fears, etc.
	1. Making Sense of Our Lives Argus Communications	X		1. This is a series of six programs dealing with self awareness and values clarification.
	2. Meeting Yourself Halfway Argus Communications	X		2. This is a book and spirit masters set dealing with values clarification.
	3. Making Value Judgements: Decision for Today Charles Merrill Co.	X		3. This book can be used to help students clarify values.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.5.0: Know His/Her Roles INTEREST AREA PS 3.5.1: What are current roles?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify current roles, e.g. child, student, worker.	-Parents will discuss own roles within family & assist student in defining role in family.	X		-Students will discuss their ideas of roles, understanding that all people fit into any number of roles.
	-Peers & student will discuss roles played outside of school, e.g., participant in sports group or team, member of a Sunday School or hobby group, etc.	X		-Students will list all roles in which they are involved, followed by a discussion of expectations for those roles (ex: student role-student is expected to attend school, be punctual, prepare lessons, cooperate, etc.)
	-Psychologist will discuss learned cultural and psychological roles.	X		-Bulletin board illustrating types of roles for student in school, home & community.
	-Any Site		X	-Students will role play various roles they identify with each day.
				-Through discussion, the students will identify the different roles which the RP becomes involved, e.g. parent, manager, community involvement.
	1. Eddie in School by B. Piltch Fearon Publishers	X		1. This book of 30 short stories deals with roles.
	2. Planned Group Guidance American Guidance	X		2. This contains projects dealing with interpersonal relationships.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.5.0: Know His/Her Roles INTEREST AREA PS 3.5.2: What are possible future roles?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify possible future roles, e.g. spouse, parent, worker, friend.	-Parents will discuss the responsibilities of family life.	X		-Class will discuss responsibilities involved in future roles of spouse, parent, citizen, etc.
	-Persons who have recently become parents will discuss the change in their lives because of new roles.	X		-Students will list community activities in which they may participate.
			X	-Field trip to a city meeting on taxation, where students can observe concerned citizens in civic action.
	-Member of taxpayers committee will discuss activities with class.	X		-Students will prepare collage or personal notebook illustrating possible role options for future.
	-Policeperson will discuss role of citizen in society.	X	X	-Students, with the assistance of the RP/LC, will explore future career roles.
	-Psychologist will discuss future career role options.			
	-Any Site		X	-The students will talk over future career plans and ideas with their RP.
	1. Free to Be You and Me McGraw Hill	X		1. This book and record emphasizes non-sexist roles and freedom of choice.
	2. Roles and Goals Argus Communications	X		2. This filmstrip and cassette deals with discovery of resources and setting of goals.
	3. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else Argus Communications	X		3. This paperback and spirit masters set deals with making choices and setting goals.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.5.0: Know His/Her Roles INTEREST AREA PS 3.5.3: What are roles of significant others in your life?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list roles of significant others, e.g. parents, teachers, employers.	-Persons from various areas of the work world will discuss their influences on the lives of others.	X		-Students will list persons in roles affecting student's lives outside of the school (ex: crossing guards, police officer, fireman, store-keeper, etc.)
	-School personnel (principal, teacher, janitor, kitchen staff, etc.) will discuss the nature of their role.	X		-Bulletin boards will be prepared of persons in roles that affect the student's life in the community.
	-Parents will discuss their community and career roles.	X	X	-Students will explore the changing role of women and men in today's world.
	-Former students or older siblings/relatives will discuss their current roles.		X	-Students interview the RP to determine changes in sex-role stereotyping that has occurred at the site.
	-Any Site		X	-The student will discuss with their RP how others have affected the life of the RP.
	1. The American Woman: Her Image and Her Roles Xerox Education Publications	X		1. This unit book focuses on the role of women in today's society.

SUBJECT Personal-Social Skills CONCEPT PS 3.0.0: Achieving Socially Responsible Behavior

SUBCONCEPT PS 3.5.0: Know His/Her Roles INTEREST AREA PS 3.5.4: What are rights and obligations involved in personal roles as they interact with roles of others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe rights and obligations involved in personal roles as they interact with the roles of others e.g. teacher instructs and makes assignments while students gain knowledge and complete tasks.	-Members of community social, fraternal group will discuss aspects of members in their respective group.	X		-Students will list their involvement in group activities (work team, sports team, community action group, study group, etc.)
	-Workers from community will discuss the interactions between their job & another person's job (ex: carpenter & mason).	X		-Mock community meeting will be held in class where groups of students represent different points of view.
	-Athletes will discuss teams as a form of group & the role of each member for the success of the team.		X	-Field trip to local government meeting, social club meeting.
	-Police person or lawyer will discuss obligations of citizenship.	X		-Students will review rights of group members as group discussion or activities are used.
	-Any Site		X	-The students will interview the RP to identify the RP's involvement in organizations such as unions, clubs, etc.
	1. Taking Responsibility BFA Educational Media	X		1. This is a series of filmstrips and cassettes dealing with responsibility.
	2. Self Awareness Through Group Dynamics George A. Pflaum Publ.	X		2. This book deals with several topics including male/female roles and freedoms and responsibilities.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.1.0: Know How to Listen and Respond INTEREST AREA PS 4.1.1: What are proper listening techniques?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify proper listening techniques, e.g. look at speaker, wait for speaker to finish.	-Counselor/psychologist will discuss the role of listening behavior with assisting clients in discussing problems.	X		-Students will observe videotape role-play on physical manifestation of listening behavior (ex: contact, posture, gestures, etc.)
	-Parents will check student's ability to demonstrate listening behavior & model same at home.	X		-Students will list the "dos" & "don'ts" of a good listener: being patient, allowing speaker chance to express self, avoiding distractions, etc.
	-Psychologist will practice listening skills with students.	X		-The students will evaluate each student's performance as a listener.
			X	-Students will attend field trip requiring listening skills (e.g. lecture, crafts demonstrations, etc.)
	-Any Site		X	-The students will identify listening exhibited by three co-workers at the site.
	1. The Skilled Helper by Gerald Egan Brooks Cole Publ. Co.	X		1. The book and workbook will provide listening techniques for the teacher to develop activities for students.
	2. The Helping Interview by Alfred Benhamin	X		2. This book emphasizes the art of listening to others.
	3. Interpersonal Communications Pennant Educ. Materials	X		3. This cassette and spirit master program is designed to improve listening skills.

SUBJECT Personal-Social Skills

CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.1.0: Know How to Listen and Respond

INTEREST AREA PS 4.1.2: How can you demonstrate appropriate listening techniques?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate appropriate listening techniques.	-Parents/peers will talk about particular subjects, then allow student to give a summary of what has been said.	X		-LC will read/speak for several minutes, then ask students to summarize what has been said, or to answer questions about the content.
	-Newspaper reporter will discuss the importance of being a listener & asking questions.	X		-Students will conduct activities on how & when to ask questions.
	-Parents will listen to student, discuss an area of interest, then ask appropriate questions based on the content.	X		-The students will discuss the student's right to ask questions.
	-Police person will discuss listening techniques in relationship to safety.	X		-The students will role-play situations requiring the listener to ask questions.
	-Any Site	X		-Students will listen to peers and record daily thoughts in personal journal.
			X	-Students will prepare bulletin board illustrating listening skills.
				-The RP will be asked to verify that the student is demonstrating good listening techniques on the job site.
	1. Planned Group Guidance American Guidance	X		1. This manual contains projects dealing with interpersonal relationships.
	2. Joining Together by David Johnson Frank Johnson Prentice Hall	X		2. This book will provide teachers with listening and responding activities for groups and communication.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.1.0: Know How to Listen and Respond INTEREST AREA PS 4.1.3: What are positive outcomes of listening appropriately?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify positive outcomes of listening appropriately, e.g. gain information, demonstration of respect for others.	-Parents will help student identify adult models who display interpersonal skills. -Parents will demonstrate interpersonal skills. -Psychologist will lead interpersonal growth group and involve students in communication exercises. -Married couples or close friends will outline how appropriate listening affects their relationship.	X X X		-Students will observe videotapes of effective communication. -Students will conduct activities in which they model a particular behavior from stories & observations. -Students will share how being listened to affects his/her feelings.
	-Any site.		X	The students will determine through observation at the site how good listening skills will affect their success while on the job.
	1. Effective Communication Argus Communications	X		1. This cassette and spirit masters program deals with communication.
	2. Better Personal Relationships Through Honest Communication Argus Communications	X		2. This is a paperback and spirit masters program dealing with communication within relationship.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.1.0: Know How to Listen and Respond INTEREST AREA PS 4.1.4: What are negative aspects of listening inappropriately?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify negative aspects of listening inappropriately, e.g. others may not have a chance to speak or may not be candid when speaking.	-Parents will model appropriate listening behaviors.	X		-Students will list consequences of inappropriate listening, e.g. missing instructions, rejection, non-verbal cues.
	-Parents will praise appropriate listening behaviors of students.	X		-Students will role-play situations identified depicting consequences of inappropriate listening.
	-Psychologist will discuss negative aspects of inappropriate listening.	X	X	-Students will record in personal journal how not being listend to affects his/her feelings.
	-Police person will discuss how safety is affected by improper listening skills.			
	-Any Site		X	-The students will interview two co-workers at the site to identify how not listening will affect their job performance.
	1. Coping with Competition Guidance Associates	X		1. These filmstrips explore positive and negative aspects of competition.

SUBJECT Personal-Social Skills

CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationship

SUBCONCEPT PS 4.2.0: Know How to Make and Maintain Friendship

INTEREST AREA PS 4.2.1: What are necessary components of a friendship.

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify necessary components of a friendship.	-Parents will identify the similar aspects of friendships & family memberships.	X		-Students will design greeting cards dealing with friendship.
	-Parents will assist students in identifying essential components of a friendship & assist student in developing them.	X		-Students will describe their interpretation of "friendship".
	-Youth worker will discuss need for friendship in peoples' lives.	X		-Role-play will be held of persons demonstrating friendship.
	-Psychologist will discuss importance of human communication and caring.	X		-The students will discuss the behavioral aspects of a friendship.
		X	X	-Students will interview co-workers to collect a list of the behavioral/attitudinal characteristics involved in friendship: openness, sincerity, understanding, love, friendly behavior, willingness to help and ask for help, etc.
		X		-The students will construct a class bulletin board that illustrates people engaged in friendly activities.
	-Any Site		X	-The students will ask the RP to discuss appropriately expressed friendship, sincerity, etc. with fellow workers.
	1. Why Am I Afraid to Tell You Who I Am? by J. Powell Argus Communication	X		1. This book provides insights into self-awareness, personal growth and interpersonal communication.
	2. Why Am I Afraid to Love? by J. Powell Argus Communications	X		2. This book provides approaches to honestly communicating one's deepest emotions and feelings.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationship

SUBCONCEPT PS 4.2.0: Know How to Make and Maintain friendship INTEREST AREA PS 4.[illegible]: What are personal considerations in choosing a friend?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list personal considerations in choosing a friend.	-Parents will assist in identifying interests that could be shared with a friend.	X		-Students will conduct values clarification exercises on expectations for a friend.
	-Parents will discuss their choice of friends.	X		-Students will identify & describe their friends at various times in their life.
	-Two people who have been friends for a long period of time will discuss their relationship with the class.	X		-Students will conduct "shared interests value clarification exercise" in which they are combined in pairs with similar interests.
	-Psychologist will lead group in exercises dealing with interpersonal communications.	X		-The students will discuss equality of friends so that no person is superior in the relationship.
	-Any Site	X		-The students will discuss choosing friends based upon a person's personal qualities.
			X	-Students will construct a friend's collage.
				-The students will interview the RP to identify his/her personal reasons for selecting friends.
	1. Will You be My Friend? Scholastic Book Service	X		1. This is a filmstrip dealing with friendship and caring.
	2. It's Your Life by J.J. Pancrasiv Benefic Press	X		2. This book helps teenagers with coping skills including dealing with others.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationship

SUBCONCEPT PS 4.2.0: Know How to Make and Maintain Friendship INTEREST AREA PS 4.2.3: What are the rights and responsibilities involved in friendship?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the right & responsibilities involved in friendships.	-Parents will assist students in deciding if favors for the others are realistic to attempt.	X		-Students will be given role-plays of problem situations where they must respond to a "friend's" dilemma.
	-Parents will emphasize the shared rights & responsibilities of friendships & family life.	X		-The students will discuss friendship's responsibilities to help friend, if possible: confidentiality, support, trust, etc.
	-Psychologist will discuss communication of needs and expectations within a relationship.	X		-The students will discuss friendship's privileges: reception of support, honest feedback, sharing, self-esteem, etc.
	-Close friends will discuss their responsibilities to each other.	X	X	-Students will keep a daily log of their interactions with friends.
	-Any Site		X	-The students will discuss responsibilities towards friends on the job such as confidentiality, trust, etc.
	1. Discovering Your Personality: Who Are You, Belonging to a Group Guidance Associates	X		1. This deals with values and group memberships.
	2. The Friends You Make by R.H. Turner Follett Publ. Co.	X		2. This workbook emphasizes making and maintaining friendship.

SUBJECT Personal-Social Skills

CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.2.0: Know How to Make and Maintain Friendship

INTEREST AREA PS 4.2.4: What are activities that can be shared with friends?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list activities that can be shared with friends.	-Parents will encourage student to engage in peer activities (recreational, study, hobby, etc.)	X		-The student will discuss what students share with friends (sports, social events, study, etc.)
	-Recreation personnel will discuss the effects of shared experiences on friendships & community facilities & programs.	X		-The student will construct a class bulletin board illustrating activities that people share.
	-Psychologist will lead group in exercises dealing with sharing and relationships.	X		-The students will discuss the value of having a variety of friends: broaden base of experience, less reliance on one particular person, etc.
	-Any Site		X	-Students will plan a field trip to share with a friend.
			X	-The students will list activities that are of interest to themselves and to fellow workers on the job site.
	1. Better Personal Relationships Through Honest Communications Argus Communications	X		1. This paperback and spirit master program deals with communication within relationships.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.3.0: Establish Appropriate Heterosexual Relationships INTEREST AREA PS 4.3.1: What are behaviors appropriate to your sex roles?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify behavior appropriate to sex role.	-Dating/married couples will discuss how they make joint decisions in their relationships.	X		-The students will observe videotape & live role-plays depicting appropriate forms of behavior for people of the opposite sex.
	-Dating/married couples will discuss situations where they reversed traditional sex roles & how it affected them.	X		-Students will learn to share responsibilities of dating relationship & mutual agreement in going out, activities, decision making, etc.
	-Parents will model appropriate sex role behavior & attempt to present the idea of flexibility in regard to sex-role behaviors by modeling & discussions with the student.	X		-The students will discuss sex role being flexible (ex: males do not always have to ask out the females, or always pay, or supply all ideas of dating activities.
	-Psychologist will discuss the development on non-sexist roles.	X		-The student will discuss sexual stereotyping that often prohibits members of opposite sex from sharing involvement.
	-Any Site	X	X	-Students will record in a journal how sex role affects his/her daily life.
			X	-The students will discuss with his/her RP how a person is to act with members of the opposite sex while on the job site.
	1. Free to Be You and Me McGraw Hill	X		1. This record and book deals with non-sexist roles.
	2. Know Yourself Webster McGraw Hill	X		2. This book helps teenagers evaluate self and set goals.
	3. Woman and Man Psychology Today	X		3. This is a game dealing with sex roles.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.3.0: Establish Appropriate Heterosexual Relationships INTEREST AREA PS 4.3.2: What are the qualities of an individual who would be desirable as a dating partner?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the qualities of an individual who would be desirable as a dating partner.	-Youth leader/counselor will discuss the different dimensions along with people making decisions about dating (looks, personality, etc.) & conduct group discussion on the value of the dimensions.	X		-Students will construct a "fantasy person" who contains the desirable attributes for a date.
		X		-The students will discuss the difference between fantasy & reality which requires people to use realistic factors for selecting a potential dating partner.
		X		-Students will list cultural expectations for men & women and how they figure into dating selections.
	-Parents will assist student to identify qualities most appropriate in dating partners.	X		-The student will complete interest rating scale in order to demonstrate similar interest for males & females.
	-Psychologist will discuss personality and attraction.	X	X	-Students will investigate how advertising creates often undesirable dating myths. (e.g. blondes have more fun, etc.)
	-Any Site		X	-The student will visit with a fellow worker concerning the qualities that one would like to see in a person they are dating.
	1. Why Am I Afraid to Tell You Who I Am? by J. Powell Argus Communications	X		1. This book deals with self awareness and how emotions affect actions.
	2. Better Personal Relationships Through Honest Communication Argus Communications	X		2. This paperback and spirit masters program deals with the importance of communication within a relationship.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.3.0: Establish Appropriate Heterosexual Relationships INTEREST AREA PS 4.3.3: What are appropriate procedures for making a date?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe appropriate procedures for making a date.	-Older brothers and sisters, if available, will discuss and model appropriate procedures for making a date.	X		-Students will role-play situations depicting appropriate & inappropriate procedures for making a date.
	-Parents will provide guidelines for dating procedures.	X		-Students will identify the appropriate & inappropriate procedures depicted in the role-playing.
	-Counselors will lead discussion group in exercises and role plays for assertive date making.	X		-The students will discuss what are appropriate & inappropriate procedures for making a date.
			X	-Students will invite a friend to a planned school activity.
	-Any Site		X	-The students will list proper manners to be used on a date. This information will be obtained by interviewing one or more co-workers.
	1. Manners Made Easy by M. Beery Webster McGraw Hill	X		1. This is a book on social usage, conduct and poise development for teenagers.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.3.0: Establish Appropriate Heterosexual Relationships INTEREST AREA PS 4.3.4: What are activities which are appropriate for a date?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify activities that are appropriate for a date.	-Member of entertainment recreation section of local newspaper will describe sources of information.	X		-Students will list activities that can be jointly experienced - parties, walks, picnics, studying, talking, hobbies, etc.
	-Counselors will discuss selecting activities that fit the interests of both people.	X		-The students will construct a bulletin board showing couples involved in a variety of activities.
	-Persons in dating relationship will discuss some of their activities.	X	X	-Students will identify community resources for entertainment, recreation, & other dating activities.
	-Any Site	X	X	-Students will prepare list of community activities and happenings.
			X	-The students will visit with different co-workers to determine things that can be done on dates.
	1. The Friends You Make by R.H. Turner Follett Publ. Co.	X		1. This workbook deals with various topics including friends, dating, and going steady.
	2. The How and What of Sex Education for Educables Hallmark Films and Recording Inc.	X		2. This is a film for teachers to help deal with issues and situations.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.4.0: Know How to Establish Close Relationships INTEREST AREA PS 4.4.1: What are characteristics of close relationships?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list characteristics of close relationships, e.g. trust, acceptability, openness.	-Married couple will discuss what they feel are the outstanding characteristics of their close relationship.	X		-The students will videotape a close interpersonal relationship in which students review: the experience, voice tone/facial expressions, concern for their feelings, sincerity, etc.
	-Parents will discuss what they see as the characteristics of a close relationship.	X		-Students will view photographs of people interacting & devise a story to go with the pictures.
	-Peers will discuss trust of one another.	X		-Students will role-play various components of close relationships: empathy, respect, trust, acceptance, tolerance, etc.
	-Workers will discuss how they have developed close relationships through their work association.	X		-Students will prepare a collage of relationship characteristics.
	-Psychologist will discuss a person's need for closeness.			
	-Any Site		X	-The students will interview the RP and list characteristics of his/her close friends.
	1. Why Am I Afraid to Love? by J. Powell Argus Communications	X		1. This book emphasizes honest communications of feelings.
	2. Your Personality: The You Others Know Guidance Associates	X		2. This is a filmstrip and cassette series dealing with personality, appearance and self confidence.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.4.0: Know How to Establish Close Relationships INTEREST AREA PS 4.4.2: What are different types of close relationships?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will list different types of close relationships, e.g. parent-child, husband-wife, best friends.	-Parents will discuss family relationships with student emphasizing the positive points of having a close family.	X		-Students will list close relationships in own lives: parents, grandparents, friends, siblings, relatives, etc.
	-Grandparents will discuss that they have had similar kinds of relationships with student's parents as student.	X		-Students will list other types of close relationships they may not have experienced.
	-Counselor will discuss close relationships outside of the home.	X		-The students will discuss the value of having close relationships: being able to share feelings, etc.
		X	X	-Students will prepare a journal which records his/her interactions with a close relationship person.
	1. The Adolescent Experience Interpersonal Relationships Guidance Associates	X		1. This filmstrip deals with conflicts between generations.
	2. Adolescent Conflicts: Seeking Independence Guidance Associates	X		2. This filmstrip focuses on behavior and parents.
	3. You Promised Guidance Associates	X		3. This filmstrip-record set deals with commitment.

SUBJECT Personal-Social Skills

CONCEPT PS 4.0.0: Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.4.0: Know How to Establish Close Relationships

INTEREST AREA PS 4.4.3: How can you recognize and respond to the intimate feelings of others?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will recognize and respond to intimate feeling of others.	-Parents will identify instances where they have responded to student's feelings.	X		-Students will listen to audio-tapes of persons responding to the feelings of another.
	-Parents will identify feeling responses in real life or on TV.	X		-Students will view videotape of emotional exchange between two persons so that student can imitate the responding model.
	-Foreman/supervisor will discuss importance of being able to respond to feelings of people in a job situation.	X		-Students will practice verbal following & reflective techniques that indicate concern & awareness when listening to another person.
	-Psychologist will lead group in exercises dealing with responding to intimacy.	X		-The student will discuss the necessity of giving & accepting support & criticism in a close relationship.
	-Counselor will discuss person's need for intimacy.	X	X	-Students will demonstrate physical ways of expressing feeling toward another - handshake, hug, arm around shoulder, etc.
	-Any Site		X	-The students will discuss with the RP how to recognize and respond to the intimate feelings of others.
	1. What Is Love? Canadian Broadcasting Corporation (CBC) Learning Systems Toronto	X		1. This is an audio tape dealing with love.
	2. Understanding Emotions Guidance Associates	X		2. This filmstrip deals with understanding emotions and affect.

SUBJECT Personal-Social Skills CONCEPT PS 4.0.0 Maintaining Good Interpersonal Relationships

SUBCONCEPT PS 4.4.0: Know How to Establish Close Relationships INTEREST AREA PS 4.4.4: Who are persons with whom you could establish a close relationship?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify persons with whom he/she could establish a close relationship.	-Social worker will discuss elements of the personal contacts they develop in their work. -Students will relate to "best friend" in emotionally intimate manner (mutual exchange). -Persons who have sought emotional assistance (psychiatry or from friends) will discuss the benefits of talking about problems with an understanding person. -Representatives of mental health, counseling center, clergy, etc. will discuss facilities.	X X X X	 X	-Students will list people that they seek out for assistance/support/counseling when necessary. -School pyschologist/counselor will discuss the importance of talking about problems & describe own role in school setting. -Students will role-play approaching a person to discuss a personal matter. -Students will prepare collage of persons with whom he/she are involved in a close relationship. -Students will interview two co-workers to determine people that provide assistance or support at the job site.
	1. Developing Human Potential Social Studies School Services	X		1. This provides a handbook of activities for personal and social growth.
	2. How Do You Feel Social Studies School Service	X		2. This teacher reference provides activities to each human relations.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.1.0: Understand the Impact of his/her Behavior on Others INTEREST AREA PS 5.1.1: What are ways in which personal behavior affects others around you?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list ways in which personal behavior affects others around him/her, i.e., disturb, work, sleep, provide good or bad example.	-Peers will discuss how they feel when someone's behavior affects their activities (ex: when one person demands own way).	X		-The students will videotape a variety of interpersonal interactions.
	-Parents will identify behaviors that tend to have either positive or negative effects on others (ex: person yelling and person giving a compliment)	X		-The students will role-play a student's behavior: cooperatively/uncooperatively, friendly/unfriendly, etc. followed by discussions of each participant's feelings during the situation.
	-Parents will discuss need for all family members to exercise some responsibility in the maintenance of the home.	X	X	-Students will list things that people do which influence own feelings toward them.
	-Psychologist will lead group in exercises dealing with how individual behavior affects group.		X	-Students will discuss responsibilities in school, work, home and play situations.
	-Any site.			-The students, with the help of the RP, will list specific characteristics the student exhibits that set a good example for other employees at the site.
	1. Social Development by D. C. Cook Pennant Education Materials	X		1. These low level activities are provided to develop social attitudes.
	2. Planned Group Guidance American Guidance	X		2. This manual provides projects for discussion of interpersonal relationships.
	3. The Helpers by Jim Cole Shields Publishing Co.	X		3. This book of drawings deals with human relations.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.1.0: Understand the Impact of his/her Behavior on Others INTEREST AREA PS 5.1.2: In what situations is appropriate behavior critical?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list situations in which appropriate behavior is critical, i.e. job interviews, work, school	-Parents will model appropriate behavior.		X	-The students will take field trips into the community to observe critical behavior. Student should discuss, write or list appropriate behaviors observed.
	-Parents will identify to student appropriate behavior models in the community.	X		-The students will role-play a situation depicting behavior appropriate to a given situation
	-Guest speaker will stress appropriate behaviors during an interview and on the job.	X		-Students will identify situations in which appropriate behavior is critical.
	-Police person will discuss how behavior in certain situations affects safety.	X		-Students will role-play job interview to practice appropriate skills.
	-Any Site		X	-The students will list situations in which appropriate behavior is critical for job performance.
	1. The Total Person Pennant Education Materials	X		1. This game strengthens skills in decision making, communications, self awareness and human behavior.
	2. Values Social Studies School Services	X		2. This is a game about right and wrong.
	3. Contemporary Value Series Social Studies School Services	X		3. This series of transparencies and duplicating books deals with values.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.1.0: Understand the Impact of his/her Behavior on Others INTEREST AREA PS 5.1.3: What are cues from others which indicate that behavior is inappropriate?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will recognize cues from others that behavior is inappropriate, i.e. criticism, rejection.	-Parents will pair nonverbal cues with verbal cues to illustrate unacceptable behavior.	X		-The students will identify verbal, nonverbal or physical cues which indicate inappropriateness of behavior.
	-Counselor will work with students on an individual basis stressing signs of rejection, criticism and disapproval.	X		-Students will dramatize and discuss nonverbal dues.
		X		-Students will use pictures to recognize signs of disapproval or rejection by others.
	-Psychologist will lead group in exercises in interpersonal communications.		X	-The students will survey co-workers on the site to identify how they let others know that the behavior is inappropriate.
	1. Interpersonal Communications Pennant Educational Materials	X		1. This cassette and spirit masters program is designed to improve listening skills.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.1.0: Understand the Impact of his/her Behavior on Others INTEREST AREA PS 5.1.4: What are ways in which to correct inappropriate behavior?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify ways in which to correct inappropriate behavior, i.e. ask others for advice, imitate appropriate role models (parents, teachers, close friends).	-Parents will use behavior management techniques at home.	X		-Students will identify examples of inappropriate behavior.
	-Police person will be asked to describe consequences for inappropriate behavior in the community.	X		-Students will discuss alternative appropriate behaviors.
	-Psychologist will lead group in exercises dealing with communicating and establishing rules.	X		-Teachers will use behavior management strategies to reinforce self-correction of inappropriate behavior.
	-Any Site		X	-Students will devise rules to handle inappropriate behavior in the classroom.
				-The students will list inappropriate behaviors observed at the job site. Those behaviors will be reported to the LC and discussed.
	1. Manners Frank E. Richards	X		1. This workbook emphasizes manners for teenagers.
	2. Growing Up Emotionally SRA	X		2. This booklet emphasizes emotionally mature behavior and feelings.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.2.0: Understand Self-Organization INTEREST AREA PS 5.2.1: How would you plan daily activities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will plan daily activities.	-Parents will assist student in establishing a time/activity schedule for household activities.	X	X	-Students will construct time/activities "budget", showing what they do, when they do it, and how much time they appropriate for each activity while in school or at the site.
	-Parents will discuss priorities in their own activities.	X		-LC will assign hypothetical activity which students will attempt to integrate into present activity/time commitments.
	-Former students will discuss their organization to meet the requirements of family, job, recreation, etc.	X		-Students will identify priorities in terms of organizing schedules.
		X	X	-Students will develop detailed weekly plan depicting estimated time to complete both the school and the home assignments.
	-Career person will discuss a typical work day and how planning affects it.			
	-Any Site		X	-The students and the RP will plan a daily schedule of work for the job site.
	1. Attribute Game Teaching Resources	X		1. This is designed to develop ability to think clearly, to reason and to approach problems in an organized and logical manner.
	2. Know Yourself Webster/McGraw Hill	X		2. This book deals with helping adolescent to evaluate self and to set goals.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.2.0: Understand Self Organization INTEREST AREA PS 5.2.2: What are areas of responsibility in personal life?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify areas of responsibility in personal life.	-Parents will assist student in compiling areas of responsibility, particularly in home situations.	X	X	-Students with the LC/RP will identify areas of personal responsibility: personal appearance, behavior, etc.; school attendance, punctuality, doing assignments, etc.; home-household chores, care of personal area, babysitting, etc.; work, attendance, punctuality, productivity, attitude, etc.
	-Parents and student will agree on assignment of certain tasks in the home to be done on regular basis with parents offering feedback on student's attitude and performance.	X	X	-The student will discuss the reasons that certain responsibilities are assigned to people.
	-Counselor will discuss responsibilities involved with role of student.	X		-LC will devise project/exercise in which everyone will have certain responsibility for its success.
		X		-Student will prepare collage illustrating his/her personal responsibilities.
	-Any Site		X	-The RP will describe the responsibilities of the student placed at the site.
	1. Taking Responsibility BFA Educational Media	X		1. This is a series of filmstrips and cassettes dealing with acceptance of responsibility.
	2. Shaping Identity Guidance Associates	X		2. This filmstrip focuses self-image, individuality, integrity and self-examination.

SUBJECT Personal-Social Skills

CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.2.0: Understand Self-Organization

INTEREST AREA PS 5.2.3: What are reasons for organizing your responsibilities/activities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify reasons for organizing one's responsibilities/activities.	-Secretaries will discuss reasons for organization of employer's work day.	X		-Student will be presented with hypothetical activities--work, school, recreational activities, etc. and will be asked to organize them so as to be able to participate in all activities.
	-Parents will discuss the organization of the household in terms of routine, assignment of tasks, scheduled activities, etc.	X	X	-The students will discuss with the LC/RP whether things would get done without a plan to organize time.
	-School person will discuss how scheduling is important in school day.	X		-The students will role-play/videotape situations illustrating organized and disorganized persons.
		X	X	-The students will discuss with the LC/RP the need for setting aside specific times for each task.
		X	X	-The student will organize a weekly organizational plan.
	-Any Site		X	-The student will discuss with the RP the need to organize activities at work in order to effectively and efficiently complete the task.
	1. Inquisitive Games - Discovering How to Learn SRA	X		1. This is a set of games which provides opportunity to organize, classify, relate and apply information.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.2.0: Understand Self Organization INTEREST AREA PS 5.2.4: What are ways in which personal organization relates to greater independence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe ways in which personal organization relates to greater independence, i.e. better ability to deal with routine and unexpected responsibilities.	-Business person will discuss the effects of organization on business.	X		-Students will compile list of how individual feels when he/she is able to organize own time and activities: competent, in control, independent of assistance from others, etc.
	-Former students will discuss how being able to plan and manage own time has augmented their sense of independence.	X		-The student will discuss other people's perception of student if he/she will be able to organize and complete responsibilities.
	-Psychologist will discuss how responsibility for oneself affects independence.	X		-LC/students will read about different types of behavior and students will evaluate on a dependent/independent continuum.
		X	X	-Students will list his/her independent and dependent situations at the job site.
	-Any Site		X	-The student, with the assistance of the RP, will identify the characteristics that the student has demonstrated in ability to assume responsibility.
	1. Making Sense of our Lives Argus Communications	X		1. This is a series of six programs dealing with self awareness and values clarification. Included is a program on goals and decision making.
	2. It's Your Life BFA Educational Materials	X		2. This book deals with evaluating self and setting goals.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.3.0: Develop Goal Seeking Behavior INTEREST AREA PS 5.3.1: What is an important goal for you to define?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define a goal.	-Parents will discuss own goals when they were student's age and present goals.	X		-Students will discuss their perceptions of goals.
	-Peers will discuss what goals seem available to them and how they find out more information about particular goals.	X		-Students will differentiate between a goal and an immediate activity (ex: wanting to be a gardener is different from wanting to go on a picnic).
	-Psychologist will lead group in exercises dealing with goal making.	X		-Students will list differences between immediate and long-range goals.
		X		-The students will discuss setting goals as a personal decision (cannot be someone else's idea).
		X	X	-Student and RP will decide on a daily and weekly goal.
	-Any Site		X	-The student will list three goals that they have as it relates to employment. Initially, the student will list 3-10 activities that will be involved in assisting the student to reach their stated goals.
	1. <u>You Have to Want Something</u> Argus Communications	X		1. This filmstrip deals with discovering resources and setting goals.
	2. <u>Roles and Goals</u> Argus Communications	X		2. This explores the question of which comes first, the role or the goals, and how one affects the other.
	3. <u>Values in Action</u> Pennant Educational Material	X		3. This series of records and filmstrips deals with problem solving and decision making.

SUBJECT Personal-Social Skills

CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.3.0: Develop Goal-Seeking Behavior

INTEREST AREA PS 5.3.2: What are your personal goals?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list personal goals.	-Parents will identify resource persons who could supply prerequisite information about employment goals for student.	X		-Student will identify all possible goals and select a given number of short-range and long-range ones.
	-Psychologist will discuss the importance of freedom of choice in setting goals.	X		-Students will investigate, by interview or research, the prerequisites for their potential goals.
	-Counselor will lead group in exercises dealing with skill identification.	X		-Students will construct bulletin board/posters depicting people in jobs considered appealing by students.
	-Any Site	X	X	-Students will get feedback from RP and co-workers on ideas on how to reach goals.
			X	-The student will discuss three employment goals with their RP and ask the RP for recommendations as to activities the student could engage in in an effort to realize the student's stated goals.
	1. Risking by David Viscott Simon and Schuster	X		1. This book emphasizes taking a risk to decide and follow through to making a goal.
	2. Feelings and Thoughts Argus Communications	X		2. This is a filmstrip and cassette set that deals with relationship of feelings and thoughts to decision making.
	3. The Total Person Pennant Education Materials	X		3. This game strengthens skills in decision-making, communication, self awareness and human behavior.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.3.0: Develop Goal-Seeking Behavior INTEREST AREA PS 5.3.3: What are characteristics of realistic goals?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify characteristics of realistic goals.	-Former students will discuss their jobs and goals.	X		-Students will pick preferred goal and weigh prerequisite skills with own abilities and limitations.
	-Employment counselors will discuss the importance of consistency between one's ability and goals.	X		-The students will discuss acceptance of responsibility and motivation as key factors in making a realistic decision.
	-Married couple will discuss their joint and individual life goals.	X		-Students will discuss that values must be consistent with desired goal (ex: a person must feel that helping others is valuable if he/she considers being a nurses aide or child-care attendant).
	-Psychologist will lead group in life planning exercise.	X		-Students will brainstorm all his/her realistic skills.
	-Any Site		X	-The student will identify why their employment goals are realistic. The student will list positive characteristics they have that should enable them to meet the stated goals.
	1. How to Get Rid of Emotions That Give You a Pain in the Neck by Merrill Harmin Argus Communications	X		1. This is a reference for teachers to help students to deal with self evaluation and goal setting.
	2. Career Insights and Self Awareness Game Houghton Mifflin	X		2. One aspect of this game deals with life goals.
	3. Making Value Judgments: Decision for Today Charles Merrill Co.	X		3. This book helps students with decision-making.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.3.0: Develop Goal-Seeking Behavior INTEREST AREA PS 5.3.4: Who are appropriate persons for assistance with setting and achieving goals?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify appropriate persons for assistance with setting and achieving goals.	-The students will discuss with members of clergy/mental health/ counseling center relative to personal factors involved in setting goals.		X	-The students will take field trips to employment office for a discussion with employment counselor.
			X	-The students will discuss with school guidance counselor, psychologist, building personnel familiar with aspects of students' goals.
	-Parents will serve as resources for student in selecting directions.	X		-Counselor/LC will conduct values clarification exercises on decision-making skills in regard to goal selection.
	-Counselor will discuss his/her role in assisting student in school and personal goals.	X		-LC will discuss students assets and liabilities in regard to goal setting (private interview).
	-LC will assist students in academic goal making.			
	1. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else Argus Communications	X		1. This is a paperback and spirit masters set emphasizing making choices and setting goals.
	2. Deciding Social Studies School Services	X		2. This provides practice in decision making.
	3. Choices Social Studies School Services	X		3. This provides learning activities for decision making.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.3.0: Develop Goal Seeking Behavior INTEREST AREA PS 5.3.5: What are some potential barriers to goals?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify potential barriers to goals.	-Former students will discuss the problems they've encountered in achieving goals.	X		-The students will discuss such barriers as lack of persistence, poor planning and outside pressure (peer, parents, etc.).
	-Handicapped persons will discuss problems they've faced in attaining goals and how they overcame them.	X		-The students will discuss guarding against the possibility of letting a handicap prevent student from obtaining a goal.
	-Person who has altered goals because of unrealistic choice will discuss factors that forced him/her to change directions.	X		-LC/class will read story of handicapped/disadvantaged person who is faltering in his/her pursuit of a goal. Class will suggest strategies for achieving goal.
	-Psychologist will discuss how discrimination and stereotyping acts as barriers to goals.		X	-Students will collect TV, radio and news examples on discrimination and stereotyping.
	-Any Site		X	-The student will discuss with their RP the possible reasons they would not be able to reach their employment goals.
	1. It's Your Life Benefic Press	X		1. This deals with self evaluation and goal setting.
	2. Coping with Competition Guidance Associates	X		2. This filmstrip deals with positive and negative aspects of competition.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.4.0: Strive for Self Actualization INTEREST AREA PS 5.4.1: What are important characteristics for personal growth?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify important characteristics for personal growth, i.e. good habits, positive attitudes, perseverance.	-Counselors/supervisors will discuss the importance of developing adequate social/work habits for use in adult world.	X		-The student will role-play/videotape students who are demonstrating good work/study habits, positive attitudes towards self, etc.
	-Parents will identify ways in which the student can increase growth possibilities (ex: by practicing tolerance of younger siblings).	X		-LC will read characteristics of student involved in a task and class responds as to whether the student is proceeding in the appropriate manner.
	-Peers will discuss reactions to persons with positive and negative outlooks, in terms of their effects on the moods of those around them.	X		-The students will discuss how one's outlook on life can increase one's ability to grow.
	-Psychologist will lead group in exercises dealing with self concepts.	X	X	-Students will prepare a collage of being a "winner". (See Harris book on Winners and Losers.)
	-Any Site		X	-The student will discuss and identify good work habits required by their RP.
	1. Winners and Losers by Sydney Harris Argus Communications	X		1. This book illustrates the idea of "success" within the topics of personal self-image, values, motivation and human relationship.
	2. How To Be Your Own Best Friend by Newman and Berkowitz Ballantine Books	X		2. This book emphasizes the idea of "knowing oneself" and being responsible to oneself.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.4.0: Strive for Self Actualization INTEREST AREA PS 5.4.2: What are elements necessary for a satisfactory personal life?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list elements necessary for a satisfactory personal life.	-Former students/peers will discuss what they find satisfying in their lives.	X		-Students will conduct a values clarification exercise on identifying personal/material needs.
	-Parents will discuss their feelings about happiness.	X		-The students will discuss realistic goals, personal happiness, economic security, and social stability.
	-Elderly person(s) will discuss early life goals and how they did or did not manifest themselves in later life.	X		-LC will read stories of persons pursuing different modes of satisfaction (ex: establishing a family, working two jobs for more money to purchase items, doing volunteer work, etc.) and class discusses the merits of each mode.
	-Psychologist will discuss wide range of human needs and expectations.	X		-Students will role-play various "success" definitions.
	-Role models/community heroes will discuss his/her life.			
	-Any Site		X	-The student will interview the RP to identify the role of employment as it relates to the RP's personal happiness.
	1. <u>You</u> by C. Trenkle Frank Richards, Inc.	X		1. This is a social adjustment textbook written to help teenagers understand themselves to create a better self image.
	2. <u>Developing Human Potential</u> Social Studies School Services	X		2. This handbook provides activities for the teacher in promoting personal and social growth for students.

SUBJECT Personal-Social Skills CONCEPT PS 5.0.0: Achieving Independence

SUBCONCEPT PS 5.4.0: Strive for Self Actualization INTEREST AREA PS 5.4.3: What are sources for continued educational/psychological growth?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify sources for continued educational/psychological growth.	-Representatives of community facilities will present their programs and ways to expand knowledge through continued education in various fields.	X		-The students will discuss opportunities in the community for education beyond high school: night school, trade skill classes, arts/crafts classes, etc.
	-Parents will assist student in identifying avenues of continued growth beyond regular schooling.	X		-The students will discuss ways to expand one's awareness utilizing community resources: parent education classes, social clubs, community organizations, volunteer work, etc.
	-Psychologist or counselor will discuss importance of sharing feelings and identifying emotions.	X		-Students will explore hobbies, special interests and activities that provide creative outlet.
	-Counselor will discuss career opportunities.	X	X	-Students will develop his/her own "positive addiction" (see Glasser book below).
	-Any Site		X	-The student will interview the RP to see if they have received any additional training or education since leaving high school. A coordinator will assist the student in developing a questionnaire in order to insure that appropriate data is collected.
	1. Positive Addiction by William Glasser Harper and Row	X		1. This book emphasizes becoming "addicted" to positive behavior which develops the character and the body.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions-Problem Solving

SUBCONCEPT PS 6.1.0: Differentiate Bi-polar Concepts INTEREST AREA PS 6.1.1: What are positive and negative aspects of personal ideas/behavior?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will examine positive and negative aspects of personal ideas/ behavior.	-Parents will identify pros and cons of students' decisions, assisting student to examine all possibilities	X		-LC will read particular situation and students will respond with their perceptions of whether a particular behavior is appropriate.
	-Employment counselor will discuss pros and cons in thinking about future jobs.	X		-The students will discuss the need to evaluate own ideas/actions from both positive and negative perspectives to determine whether it is practical.
	-Psychologist will discuss how individual decisions and behaviors affect a group.	X		-Students will role-play positive and negative aspects of personal behavior.
	1. Coping With Competition Guidance Associates	X		1. This filmstrip deals with positive and negative aspects of competition.
	2. Shaping Identity Guidance Associates	X		2. This series of filmstrips focuses on self image, individuality, integrity and self examination.
	3. Values in Action by G. Shaftel F. Shaftel Pennant Educational Materials	X		3. These filmstrips and records deal with problem solving, decision making and values clarification.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions-Problem Solving

SUBCONCEPT PS 6.1.0: Differentiate Bi-polar Concepts INTEREST AREA PS 6.1.2: What are reasons why ideas, values and plans have both potentially positive and negative implications?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify reasons why ideas, values and plans have both potentially positive and negative implications.	-Parents will discuss idea that what might be good for one situation is not necessarily good for another situation.	X		-LC will tell a story of two different people who have the same goal but different life situations and students will discuss the positive and negative effects of the goal on each person.
	-Peers will discuss the idea that what was appropriate in one situation may not be appropriate in another situation.	X		-Student will attempt concensus on right/wrong, beneficial/detrimental aspects of particular situation (ex: student finds $10 on school grounds and keeps it).
	-Psychologist will discuss situational ethics.	X		-Students will role play situations where decision on values needs to be made.
	-Psychologist will lead group in exercises dealing with decision-making skills and values clarification.			
	-Any Site		X	-The student will observe and report three situations on the job where a person's behavior reflects their personal values. The situation and anticipated values will be discussed with the LC.
	1. Making Value Judgments: Decision for Today Charles Merrill Co.	X		1. This book helps students with values clarification and decision making.
	2. Developing Values Guidance Associates	X		2. These filmstrips deal with the impact of forming values.
	3. Forming Beliefs Guidance Associates	X		3. These filmstrips emphasize beliefs and how they are developed.

SUBJECT Personal-Social Skills

CONCEPT PS 6.0.0: Making Good Decisions-Problem Solving

SUBCONCEPT PS 6.1.0: Differentiate Bi-polar Concepts

INTEREST AREA PS 6.1.3: What are situations which require examination of both positive and negative aspects?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify situations which require examination of both positive and negative aspects.	-Parents will share their values with students by examining positive and negative aspects of a situation.	X		-The students will provide examples of situations containing both positive and negative aspects, i.e. lying, cheating, stealing, fighting.
	-Principal will come into classroom to examine school-related situations' positive and negative outcomes and class will reach consensus on what was the best way to proceed in a given situation.	X		-The students will use values clarification strategy to list positive and negative aspects of situations.
		X	X	-The students will prepare notebook dealing with the positive and negative aspects of various issues.
	-Career person will discuss the positive and negative aspects of their life choices.			
	-Any Site		X	-The student will discuss with the RP the consequences of lying, cheating, stealing, etc. as it relates to employment.
	1. Deciding Social Studies School Service Services	X		1. This provides practice in values clarification and decision making.
	2. Choice Social Studies School Service Services	X		2. This provides learning activities for decision making and values clarification.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions-Problems Solving

SUBCONCEPT PS 6.2.0: Understand Need for Goals INTEREST AREA PS 6.2.1: What are ways that goals affect one's life?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify ways that goals affect one's life.	-Parents will discuss danger of drifting through life in regard to what it does to person's self-concept. -Parents will discuss how achieved goals have affected them (ex: raising a family, learning a trade). -Psychologist will lead group in exercises dealing with life goal making. -Any Site	X X X		-The students will discuss the concept of goals & its elements: self-assessment, reality-testing, motivation, perseverance, etc. -Students will read/hear story about people who are actively pursuing self-established goals & discuss positive effects of goals (give direction, structure, meaning to life, etc.) -Students will prepare collage of his/her present goals. -The student will ask their RP to tell how former bosses' goals affected that person's life and the lives of the employees.
	See PS 5.3.0			
	1. Roles and Goals Argus Communications	X		1. This explores the question of which comes first the role or the goals and how one affects the other.
	2. You Have to Want Something Argus Communications	X		2. This filmstrip deals with discovering resources and setting goals.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.2.0: Understand Need for Goals INTEREST AREA PS 6.2.2: What are your model personal goals?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will set model personal goals.	-Parents will assist student in establishing a workable goal that can be accomplished in the home setting.	X		-Student will devise individualized projects that require planning time, gathering resources, etc. Project resembles building goals.
	-Peers will discuss the present goals each student is working on & how success in achieving goal will affect student.	X		-Students will evaluate & set goal in terms of how realistic it is in light of own interests, abilities, resources available, etc.
	-Former students will discuss their goals with students.	X		-Students will give class presentation about their goal, whether they achieved it, & how it affected them.
	-Persons in various occupations will discuss past and present goals.	X		-Students will read how historical or fictional characters established and worked toward his/her goal.
	-Any Site		X	-The student will project goals that could result if they were to be employed at the present EBCE site.
	See PS 5.3.0			
	1. How to Get Rid of Emotions that Give You a Pain in the Neck by Merrill Harmin Argus Communications	X		1. This is a reference for teachers to help students to deal with self evaluation and goal setting.
	2. If You Don't Know Where You're Going, You'll Probably End up Somewhere Else Argus Communications	X		2. This is a paperback and spirit masters set emphasizing making choices and setting goals.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problems Solving

SUBCONCEPT PS 6.2.0: Understand Need for Goals INTEREST AREA PS 6.2.3: What are outcomes to be considered in goal setting?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list outcomes to be considered in goal setting.	-Parents will discuss what they feel are key elements of the goal outcome: will the person be satisfied with the goal given his/her life needs & values. -Psychologist will discuss the importance of goals in self satisfaction. -Psychologist will lead group in exercises dealing with goals and discovering the possible options and outcomes. -Any Site	X X X	 X X	-Students will read stories that enumerate character's values & goals that they set. -Students will discuss how particular goal attainment fits individual's values. -Students will discuss measurable outcomes of particular goals (ex: salaries, security, amount of free time, etc.) -Students will interview persons whom they feel have attained set goal in reference to whether their original expectations had been met by successful attainment. -The student will discuss with his/her RP specific ways of determining whether a goal has been obtained, for example, a given salary earned, a given number of hours per week worked, purchase of a given item, etc.
	See PS 5.3.0 1. It's Your Life Benefic Press 2. Values in Action Pennant Educ. Materials	 X X	 	 1. This deals with self evaluation and goal setting. 2. This series of records and filmstrips deals with problem solving and decision making.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.2.0: Understand Need for Goals INTEREST AREA PS 6.2.4: What are examples of goal attainments?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list examples of goal attainment.	-Parents will explain short-range goals they have in regard to family life (ex: student and siblings will get dental checkups within next six months, also explain longer range family goals: student receives assistance when starting out in adult life). -Persons in careers will discuss certain goals which have been attained.	 X X X	X X X 	-Students will interview persons they perceive as successful in attaining their goals--tradesman, supervisor, teacher. -Students will read stories of famous people and why they set particular goals and what reaching those goals did for their lives. -Students will devise short-and long-range goals for hypothetical students and improvise strategies for goal attainment. -Students will interview a variety of school personnel in regard to their goal attainment (did they get what they want, was the result consistent with original expectations, are they still working towards a goal, etc.?). -Student will list goals which he/she has already attained.
	See PS 5.3.0 1. The Total Person Pennant Education Materials	X		1. This game strengthen skills in decision-making, communication, self awareness and human behavior.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.3.0: Look at Alternatives INTEREST AREA PS 6.3.1: What is the meaning of alternatives?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define the meaning of alternatives.	-Parents will discuss the need for establishing alternatives in achieving goals.	X		-Students will read/hear stories about people who have encountered difficulties in achieving goals, then offer suggestions as to how the person can change the situation.
	-Former student who has experienced frustrations of a desired goal will discuss the alternatives he/she pursued.	X		-Students will discuss the concept of alternatives, particularly in regard to the continuation of an individual's growth (ex: an individual who can devise alternatives can continue to grow in a desired direction).
	-Psychologist will discuss importance of examining options and choices in goal making.	X		-Students will explore his/her alternatives and options in relationship to school and personal goals.
	-Any Site		X	-The student will list, with the assistance of the RP, reasons for modifying, changing, or eliminating goals.
	1. <u>You Have to Want Something</u> Argus Communications	X		1. This series of cassettes and filmstrips deals with the discovery of resources and the setting of goals.
	2. <u>Let's Talk About</u> Mafex Associates	X		2. This is a series of filmstrips and cassettes designed to motivate discussion and exploration.
	3. <u>Choices</u> Social Studies School Services	X		3. This provides learning activities involved in personal decision making.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.3.0: Look at Alternatives INTEREST AREA PS 6.3.2: What are possible alternatives within your personal goal?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list possible alternatives with respect to a personal goal.	-Parents will assist student in selecting alternatives to situations that occur in the home (ex: different ways to respond to introducing younger siblings). -Counselor will help student explore alternatives. -Any Site	X X X X	 X	-Students will pick a real or hypothetical goal and analyze it in terms of alternatives to it. -Students will examine resource material to explore alternatives. -Students will implement alternative goal and assess the success/failure of selection process. -Students will role-play his/her various alternatives in relationship to particular goals. -The student will pick a real or imaginary goal concerning his present or future employment, and with the help of the RP identify the probability of success or failure.
	1. Feeling and Thoughts Argus Communications	X		1. This examines the relationship of feelings and thoughts to decision making.
	2. Teaching Children Values Through Unfinished Stories Educational Activities, Inc.	X		2. These two filmstrips and cassettes provide open-ended stories for students to complete.
	3. Building Your Philosophy of Life SRA	X		3. This inexpensive booklet deals with constructing a personal philosophy of life.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.3.0: Look at Alternatives INTEREST AREA PS 6.3.3: What are ways to utilize compromises and alternatives?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will utilize compromises and alternatives.	-Parents will identify compromises that settle family disagreements.	X		-Students will role-play positions in opposition and then devise a plan that allows them to free themselves from the deadlock.
	-Peers will discuss ways in which they reach concensus in the selection of where to go on a date.	X		-The students will discuss compromise as a basic form of alternative in that each person must give a little in order to proceed in task.
	-Persons in relationship will discuss and role-play the importance of compromise.	X		-Students will list the types of compromises that they are involved in within the school setting (ex: when two students are unable to agree on how to develop a bulletin board).
		X	X	-Students will list compromises agreed to during a period of one week.
	-Any Site		X	-The student and the RP will make a list of compromises agreed to for one week as it relates to the job.
	1. Values in Action Pennant Educational Materials.	X		1. These records and filmstrips deal with problem solving and decision making.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.3.0: Look at Alternatives INTEREST AREA PS 6.3.4: What are ways of seeking and finding information that develops alternatives?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list ways of seeking and finding information that develops alternatives.	-Vocational/employment counselor will discuss how to identify alternatives in job, social and personal situations.	X		-Students will be given hypothetical situation in which goals are frustrated. They must devise alternative plans of action that would produce satisfactory solution.
	-Parents/peers will identify resources that help them select alternatives.	X		-The students will discuss how an alternative to a particular goal can become a new goal, considerations of realistic possibility, desirability, practicality.
	-Psychologist will lead group in discussion and exploration of sources of information in school and community.	X		-The student will role-play the student coming through step-by-step procedure of checking resources for each alternative.
	1. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else Argus Communications	X		1. This deals with making choices and setting goals.
	2. Inquisitive Game - Discovering How To Learn SRA	X		2. This is a set of games which gives students opportunity to organize, classify, relate and apply information.
	3. The Wonder Of It All Argus Communications	X		3. This filmstrip serves as a catalyst to help restore the viewers sense of wonder.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.4.0: Anticipate Consequences INTEREST AREA PS 6.4.1: What is definition of consequences or outcomes?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define "consequences" or "outcomes".	-Parents/peers will discuss the consequences of violating the law.	X		-The students will discuss basic cause-effect relationships by using physical examples like bouncing ping pong balls, shotting marbles, pinball machine and tuning fork.
	-Peers will discuss with parents the kinds of risks that they incur in the non-school setting.	X		-Students will read/hear stories about and identify consequences of characters' behaviors.
	-Police person will discuss rights, abuses, and legal ramifications.	X		-Students will discuss consequences in terms of risks involved in particular actions.
		X		-Students will discuss need to weigh risks in regard to the value of the desired goal(s).
	-Any Site		X	-The student will discuss with the RP the consequences and risks involved in certain actions which may be taken on the job.
	1. The Total Person Pennant Educational Material	X		1. This is a game which helps students visualize factors which influence decisions and to see that decisions are complex interactions between emotions, values, and attitudes.
	2. Taking Responsibility BFA Educational Media	X		2. These filmstrips and cassettes deal with being responsible for one's behavior.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.4.0: Anticipate Consequences INTEREST AREA PS 6.4.2: What are ways in which personal behavior produces consequences?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list ways in which personal behavior produces consequences	-Parents/peers will discuss their feelings after student's behavior.	X		-Students will role-play behaviors that invoke reactions (positive and negative) in other participants.
	-Judge will discuss the legal system in terms of administering consequences for law breaking.	X		-The students will discuss emotional reactions as consequences, and that they produce consequences that color reactor's perception, feelings, and behavior.
	-Foreman/supervisor/personnel director will discuss consequences of behavior in a work setting.		X	-Students will conduct interview of co-workers and RP to discover their reactions to students' behavior.
	-Psychologist will lead discussion on consequences on one's behavior and the acceptance of responsibility.	X		-Students will list possible consequences of a specific behavior of his/her choice.
	-Any Site		X	-The student will interview supervisors and find his/her reactions to certain behavior.
	1. Adolescent Conflicts: Dealing with Competition Guidance Associates	X		1. These filmstrips deal with issue of competition.
	2. Adolescent Conflicts: Dealing with Anger Guidance Associates	X		2. These filmstrips deal with emotion of anger.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.4.0: Anticipate Consequences INTEREST AREA PS 6.4.3: What is the concept of maximum gain for minimum risk?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the concept of maximum gain for minimum risk.	-Parents/peers will practice self-assertiveness with student for particular situations (ex: asking for information on the telephone and in person).	X		-Students will play "You Bet Your Life" game, where they are asked questions which are rewarded or penalized according to the answer
	-Parents will tell students about risks they have taken in their lives (physical, emotional, financial, etc.)	X		-The students will discuss the evaluation of taking risks in terms of person's value system (ex: is there consistency between what the person is willing to risk and the intensity of the value in question).
	-Psychologist will lead group in exercises dealing with risk taking.	X		-Students will make selections of risk-taking behaviors for hypothetical situations and explain reasons for their choice.
	-Any Site		X	-Students will record feelings in a journal dealing with risk-taking.
			X	-The student and RP will work together to compile a list of risks and consequences concerning a given job.
	1. Risking by David Ulscott Simon and Schuster	X		1. This book emphasizes risks involved in decision making and growing as a person.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.5.0: Know Where to Find Good Advice INTEREST AREA PS 6.5.1: What are situations in which one would need advice?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify situations in which one would need advice	-Parents will discuss the appropriateness of seeking assistance/advice when student feels it necessary.	X		-Students will "brainstorm" for possible situations that would necessitate outside assistance or advice (ex: vocational decision, personal problem, insurance coverage, etc.).
	-Peers will "brainstorm" for situations in out-of-school life where they would seek assistance/advice.	X		-The student will discuss seeking assistance at any point in the decision-making process.
	-Former students will discuss their experiences in seeking advice.	X		-Students will role-play a decision-making situation concluding with the decision to seek additional assistance.
	-Psychologist will discuss options for seeking advice in personal-social areas.	X		-Students will list possible advice sources to facilitate personal goal attainment.
	-Any Site		X	-The student and RP will talk about situations in which advice is needed and where such advice can be obtained.
	1. Planned Parenthood 810 Seventh Avenue New York, NY 10019	X		1. This organization will provide information on contraception and family planning.
	2. Do It Now Foundation 2515 E. Thomas, Suite 25 Phoenix, AZ 85008	X		2. This organization will provide information on drug education programs.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.5.0: Know Where to Find Good Advice INTEREST AREA PS 6.5.2: What are available resources for resolving problems?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list available resources for resolving problems.	-Representative from a community referral agency will discuss the nature of referral service and the way students could take advantage of its services.		X	-Students will survey community organizations/ agencies index listing what types of assistance are available for particular types of difficulties.
	-Staff member(s) from community mental health, local well baby clinics and Legal Aide Society will discuss the specific nature of the services offered by their respective facilities.	X	X	-The students will take field trips to medical and mental health clinics, employment, social services, vocational rehabilitation offices, etc.
	-Counselor will discuss resources within school for personal or academic problems.	X	X	-Students will list persons who offer advice/ assistance without fees: clergy, friends, teachers, co-workers.
	-Any Site		X	-Students will choose one resource as a method of exploring his/her options and choices.
				-The student and RP will construct a list of RP's that may enable the student to obtain needed information regarding any given problem.
	1. The Feminist Press Box 334 Old Westbury, NY 11568	X		1. This organization can provide information on non-sexist materials.
	2. National Commission on Resources for Youth 36 W. 44th St., Room 1314 New York, NY 10036	X		2. This organization provides ideas for youth projects.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.5.0: Know Where to Find Good Advice INTEREST AREA PS 6.5.3: What are the procedures for contacting appropriate persons for assistance?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the procedures for contacting appropriate persons for assistance.	-Parents/peers will observe student practicing phone contacts with helping persons/agencies and offer feedback on student's presentation.	X	X	-The students will take field trips to a service agency, or phone in contact with referral switchboard or crisis center -Students will practice using phonebook in finding appropriate services.
	-Parents/peers will role-play problem situation in which student with problem is advised to seek further assistance.	X		-The students will role-play phone contact for assistance in problem-solving (ex: student role-play calling medical clinic for appointment).
	-Psychologist will discuss referral procedures and methods of receiving help with personal, social, or career problems.	X X		-Students will discuss ways they have sought assistance for difficulties and the results. -Students will prepare bulletin board illustrating school and community referral sources.
	1. Youth Liberation 2007 Washtenaw Avenue Ann Arbor, MI 48104	X		1. This organization can provide information dealing with the rights of teenagers.
	2. The Seed Catalog by Jeffrey Schrank	X		2. This is a guide to teaching and learning activities dealing with values and current issues.

SUBJECT Personal-Social Skills CONCEPT PS 6.0.0: Making Good Decisions/Problem Solving

SUBCONCEPT PS 6.5.0: Know Where to Find Good Advice INTEREST AREA PS 6.5.4: What are potential outcomes of seeking advice?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list potential outcomes of seeking advice.	-People who have sought assistance for problems will discuss how they have felt after outside intervention. -Parents will discuss the importance of accepting wise counsel from respected persons while still evaluating the practicality of that advice for their particular situations, needs and goals. -Psychologist will discuss importance of seeking advice when needed. -Any site	X X X	X X X X	-Students will read/listen to letters and advice from the "Dear Abby" columns of the newspaper and discuss possible outcomes. -Students will discuss with the RP the consequences of failing to seek advice/assistance when it is warranted. -Students will hear advice given for particular situations, then discuss ways the recipient could incorporate that advice into problem-solving decisions. -Student will brainstorm areas and issues with which he/she might need assistance or advice. -The student will ask his/her RP to identify ways of determining whether the advice given is good or bad advice.
	1. Developing Human Potential Social Studies School Services	X		1. This two-volume handbook helps the teacher to provide student activities for personal and social growth.

SUBJECT Personal-Social Skills

CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.1.0: Recognize Emergency Situations

INTEREST AREA PS 7.1.1: What are the sights and sounds of emergency situations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify sights and sounds of emergency situations.	-Civil Defense representative will discuss emergency warning systems emphasizing what to do.	X		-LC will play tape recording of various emergency sounds (sirens, fire alarms, tornado alerts, air raid) and students will identify the sound and list necessary steps to take with each.
	-Parents/peers will instruct student in emergency warnings in own locality and how to react.	X		-The students will construct bulletin board depicting emergency situations (fire, power line down, gas line break, etc.) and appropriate actions.
	-First aid person will instruct class in simple emergency procedures.	X		-Students will list the pssible meanings of flashing red lights on vehicles (police, fire, ambulance).
	-Psychologist will discuss the importance of being calm in emergencies.	X		-Students will role-play emergency situations.
			X	-The student will interview the RP to find what signal is given to indicate meergencies at the site.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.1.0: Recognize Emergency Situations INTEREST AREA PS 7.1.2: Who are appropriate authorities to contact in emergency situations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify appropriate authorities to contact in emergency situations.	-Parents will identify actions on programs like "Emergency".		X	-The students will take field trips to police station, fire station, hospital; observations of real or mock emergency calls.
	-Members of police, fire department, emergency squad, ambulance service will demonstrate proper ways of reporting accidents or emergencies.	X		-Students will role-play calls for different emergencies with other class members evaluating their effectiveness.
	-Parents/peers will practice calling techniques with the student.	X		-Students will demonstrate the ability to contact a telephone operator and explain emergency situations.
	-Manager of local movie theater will discuss appropriate way of alerting staff of emergency.	X		-Discussion of students' responsibility to self and society to report accidents, emergencies, and crisis situations to appropriate authorities.
		X		-Students will prepare a list and handbook of procedures and contact persons for emergencies.
	-Any Site		X	-With the assistance of the RP, the student will list some potential emergency situations that may arise in relationship to the specific job. The student will also list the responses that should occur in relation to a given emergency situation on the job.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.1.0: Recognize Emergency Situations INTEREST AREA PS 7.1.3: What is involved in personal communications concerning emergency situations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe personal communications indicating emergency situations.	-Switchboard operator for police, fire or hospital will discuss communications relative to emergencies.	X		-Students will hear tape recordings of mock situations where persons are experiencing emergencies: discussion of content, voice tone, rapidity of speech.
	-Fireman, doctor, hospital attendant will discuss necessary actions for particular types of emergencies.	X		-Students will list questions to ask person in emergency situation (ex: "Can I assist you?", "What is wrong?", "What do you need?" etc.)
	-Psychologist will lead group in exercises dealing with communication within an emergency situation.	X		-Students will role-play necessary actions when emergency situation is communicated to them
		X		-LC reads situation and student offers appropriate response.
			X	-RP questions student to verify students' ability to respond to an emergency situation at the site.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.1.0: Recognize Emergency Situations INTEREST AREA PS 7.1.4: What are personal responsibilities in emergency situations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will list personal responsibilities in emergency situations, e.g. how to report fires or accidents.	-Parents will encourage student to accept responsibility in emergency situations.	X		-Students will identify personal capabilities in responding to an emergency situation.
	-Guest speaker and film will come from the Fire Department, Highway Department, Police Department, etc.	X		-Students will identify ways in which they could be of assistance in emergencies.
	-Lawyer will discuss legal responsibilities within an emergency.	X		-Students will role-play ways to respond to an emergency situation.
		X		-The students will discuss appropriate non-action in emergency situation, e.g. staying away from fire or accident scene when professionals are in charge of the situation.
	-Any Site		X	-Students will discuss personal reactions to an emergency in his/her past or in the life of a close friend or relative.
				-The student will ask the RP to identify their role in a given emergency situation on the job.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.2.0: Read at Level Needed for Future Goals INTEREST AREA PS 7.2.1: What is your ability to read at a minimum level?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate the ability to read at a minimum level.	-Parents/peers will direct student attention to traffic, road signs, etc.	X		-Students will identify traffic, safety, and informational signs and signals.
		X	X	-Students will find restrooms in facilities by following signs.
	-Parents/peers will assist student in becoming familiar with phone books by having him locate personal and business numbers.	X		-Students will utilize telephone book/Yellow Pages for information by practicing looking up people and businesses/services.
		X		-Students will construct own phone book using student phone numbers and then devise a Yellow Pages section.
	-Phone official will discuss various uses of the phone book.	X		-The students will discuss how this type of reading affects students' mobility and independence.
	-Any Site		X	-The student will list identifying signs that are located in the business or plant in which their job site is located.
	1. The Functional Basic Reading Series Stanwix House	X		1. Stories stressing interpersonal relationships work, homemaking safety skills, leisure time, and rights of citizenship are presented in this high interest, low vocabulary series.
	2. The Turner Livingston Communication Series Follett Pub. Co.	X		2. This is a high interest, low vocabulary program.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.2.0: Read at the Level Needed for Future Goals INTEREST AREA PS 7.2.2: What are common varieties of information available in your environment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will describe common varieties of information available in his/her environment.	-Parents will ask student to read signs when out in the community. -Parents will ask student to read directions or signs while preparing food, cleaning the home, doing the laundry, labels on clothes, grocery shopping, etc. -Psychologist will help students explore information resources. -Any Site	X X	 X X X X	-The students will list ways information is provided in the community, e.g. signs, maps, brochures, labels, menus, etc. -Practice reading signs, menus, maps, labels, community brochures, etc. -The student will practice reading time schedules. -Students will compile information sources within his/her environment. -The student will borrow literature about safety regulations or other regulations that pertain to the student's job site to discuss with the LC.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.2.0: Read at the Level Needed for Future Goals INTEREST AREA PS 7.2.3: What are important labels and directions to be read?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will read labels and directions.	-Pharmacist will discuss the importance of being able to read medication labels.	X	X	-The students will demonstrate ability to follow recipes, assemble objects from directions, identify components listed as ingredients in a product.
	-Parents/peers will assist student in preparing food from a recipe.	X		-The students will discuss the importance of reading ability in assisting the student to understand purchases, protect family and facilitate organized household.
	-Parents have student assist with family shopping, allowing student to find necessary items.	X	X	-Students will list all labels and directions encountered in one day.
	-Police person will discuss danger symbols and signals.		X	-The student will list all labels and directions he sees in one day at the job site and present them to the LC.
	-Any Site			

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.2.0: Read at the Level Needed for Future Goals INTEREST AREA PS 7.2.4: What important information can be obtained from newspapers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will obtain information from newspaper.	-Newspaper reporter/staff person will discuss role of the newspaper.		X	-Students will list the information that they can obtain from the newspaper.
	-Parents/peers will utilize newspaper as a learning tool by asking student to locate certain facts or parts of the paper and be able to read articles to parents.	X	X	-Students will collect newspapers and locate important sections.
	-Counselor will discuss the importance of newspapers in job searches.		X	-The students will take a field trip to a newspaper to observe its daily operations.
		X	X	-Students will find job advertisements that sound appropriate to skills and interests.
		X		-The students will discuss the importance of the newspaper in being informed about world and community events, activities, available jobs, etc.
		X	X	-Students will explore stereotyping and discrimination observed in or reported by the news media.
	-Any Site		X	-The student will collect want ads from newspaper and review them with the RP. The RP will assist the student in identifying those jobs that are closely related to the specific job site.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.3.0: Write at Level Needed for Future Goals INTEREST AREA PS 7.3.1: What informational notes can you write?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will write informational notes.	-Parents will devise situations in which a note would be an appropriate means of communication and have student construct it.	X	X	-Students will practice writing notes to parents or postman (ex: "Please stop mail delivery next week."), neighbor, etc.
	-Parents will write note for particular purpose and discuss it with student.	X		-Students will practice constructing a shopping list.
	-Teacher will instruct class in note writing.	X	X	-The students will discuss the value of being able to write notes with information to others.
				-Students will leave notes for friends.
	1. Learning About Writing Frank E. Richards Co.	X		1. Two books on development of writing skills are part of this series.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.3.0: Write at Level Needed for Future Goals INTEREST AREA PS 7.3.4: How can you take telephone messages?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will take telephone messages.	-Parents will demonstrate how to write down messages.	X		-Students will practice writing numbers, names, common messages spoken orally by LC.
	-When parent is out of the home, call in and leave a message or number where they could be reached.	X		-Students will practice asking for the message to be repeated.
		X		-The students will practice listening for key words, e.g. name, number, reason for call.
	-Secretary will discuss his/her methods of taking messages.	X		-The students will role-play telephone conversation in which students record a message.
			X	-The students will contact phone company for phone kit - students will practice taking messages.
	-Any Site		X	-The LC will give a message verbally for the RP to the student. The student will be expected to translate that verbal message into a written note. After being proofed by the LC, the message will be delivered to the RP.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.3.0: Write at Level Needed for Future Goals INTEREST AREA PS 7.3.3: How can you write personal letters?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate ability to write personal letters.	-Parents/peers will show student business/personal letters they have both written and received.	X		-Students will study previously written personal letters to get an idea of differences in structure and content of each.
	-Parents/peers will write a letter to student requesting a response; student will write a response, mailing it back to parent.	X X		-Students will practice identifying the three parts of a letter (heading, body, and closing). -Students will practice letter writing for a variety of purposes and situations.
	-Elected official will discuss importance of a citizen writing personal letters on issues.	X		-Students will choose value issue (ecology, civil rights, feminism) and write appropriate letter.
	-Any Site		X	-The student will write a letter to a former RP expressing appreciation for the opportunity to work them.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.3.0: Write at Level Needed for Future Goals INTEREST AREA PS 7.3.2: How can you complete a job application?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will complete job application.	-Representatives from personnel departments will discuss aspects of completing applications.		X	-Students will practice on sample applications from the site. The application is to be evaluated by the RP.
	-Parents/peers will obtain application and work on them with the student.	X		-Students will list important areas of information requested on applications.
	-Parents will complete application as example for student.	X		-Students will practice listing experiences or skills that would be of value in performing a job.
	-Counselor will lead group in exercises dealing with job application skills.	X		-Students will role-play proper and improper ways to fill out job applications.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.4.0: Speak Adequately for Understanding INTEREST AREA PS 7.4.1: How can you participate in social conversation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will participate in social conversation.	-Parents/peers will engage in conversations with student on topics and offer feedback on effective and ineffective techniques used by student.	X X		-Students will observe videotape conversation and list important elements in the communication: inquiry/response(s), conclusion, etc. -The students will role-play with other students incorporating the above elements.
	-TV or radio interviewer will discuss conducting conversations with interviewees.	X X		-The students will participate in own version of TV talk show. -Students will practice discussion skills in small groups and identify similarities and differences between speaking to several persons and one person.
	-Parents/peers will watch a TV talk show with the student and identify various elements of the discussion.	X	X	-Students will demonstrate proper and improper methods of conversation.
	-Psychologist will lead group in exercises dealing with conversational skills.			
	-Any Site		X	-The student will log their participation in social conversation while at the job site.
	1. Saying the Right Word Stanwix House	X		1. This is an audio approach to learning correct grammar.
	2. English That We Need by H.R. Prevo Frank E. Richards Co.	X		2. This provides instruction in simplified comprehensive grammar.

SUBJECT Personal-Social Skills

CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.4.0: Speak Adequately for Understanding

INTEREST AREA PS 7.4.2: How can you demonstrate proficiency in basic language skills?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate proficiency in basic language skills.	-Parents/peers will assist student in augmenting vocabulary by looking through magazines, newspapers, books, etc.	X		-Students will practice pronunciation of vowels and consonants (probably not necessary unless a speech problem exists).
	-Author/writer will discuss the importance of language skills.	X		-The student will demonstrate mouth positions for producing various sounds.
	-Public speaker will demonstrate techniques used to communicate with and involve the audience.	X		-Students will engage in picture and word association games, dictionary "searches", "favorite words" list, etc.
	-Any Site		X	-Students will demonstrate ability to use complete sentences.
				-The student will use a tape recorder to record an interview with the RP. The LC will review the recording to assist the student in improving their oral communication skills.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.4.0: Speak Adequately for Understanding INTEREST AREA PS 7.4.3: How can you demonstrate ability to adjust voice to situations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate the ability to adjust voice to situations.	-Author will demonstrate proper voice inflection for questions, exclamations, statements, etc.	X	X	-Students will tape/record voices to hear themselves.
	-TV or radio personality will discuss the use of voice in communicating ideas.	X		-Students will demonstrate control in volume-intensity of voice.
	-Psychologist will discuss how voice affects communication and listening skills.	X	X	-Students will listen to auditory modeling exercises for voice inflection, then imitate the model.
	-Speech therapist will demonstrate effective speaking techniques.	X		-Students will list places where soft and loud voices could be used.
	-Any Site		X	-Students will role-play proper and improper use of voice.
				-The student and RP will list situations on the site that require the use of soft or loud voices.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.4.0: Speak Adequately for Understanding INTEREST AREA PS 7.4.4: How can you demonstrate a variety of verbal expressions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will demonstrate a variety of verbal expressions.	-Parents will accompany student to movies, play, community meetings and identify types of verbal expression.	X		-Students will listen to tapes modeling different forms of verbal expression: emotion, asking and giving directions, expression of ideas, etc.
	-Performer(s) by local repertory company will demonstrate the range of verbal expressions.	X		-Students will be given particular situations and role-play appropriate responses (ex: You have just walked into a surprise party being given for you - what would you say?)
		X		-The students will observe videotapes or TV and identify expressions.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.5.0: Understand the Subtleties of Communication INTEREST AREA PS 7.5.1: What are the non-verbal elements of communication?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the non-verbal elements of communication.	-Members of repertory company will demonstrate non-verbal techniques. -Pantomimist will give class performance. -Parents/peers play "charades" with student. -Parents/peers will identify non-verbal behavior in other people. -Psychologist will discuss importance of non-verbal communication. -Psychologist will lead group in exercises dealing with non-verbal communications.	X X X X X	 X X	-Students will play "charades" and guess what is being acted out. -Students will view videotapes of people utilizing non-verbal communication techniques. -Students will view photos of faces and identify the feeling of the subject. -Students will watch TV with the volume off and attempt to identify story line from non-verbal communication (gestures, facial expressions, posture, etc.). -Students will record non-verbals observed in one day.
	1. Body Talk Psychology Today	X		1. Game dealing with non-verbal communication.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.5.0: Understand the Subtleties of Communication INTEREST AREA PS 7.5.2: How can you demonstrate verbal and non-verbal elements of communication?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will demonstrate verbal and non-verbal elements of communication.	-Parents will view TV, movies, drama with students and identify actions combining verbal and non-verbal communications.	X		-The students will present plays in which everyone has a speaking part, allowing students to integrate verbal and non-verbal expression.
	-Actor(s) from local repertory company will present class performance.	X	X	-Students will observe TV, movies, drama to identify combined verbal and non-verbal responses.
	-Psychologist will discuss discrepancies between verbal and non-verbal communication.	X		-Students will hear a tape and express the non-verbal component of the communication.
		X		-The students will discuss communication as a verbal and behavioral act.
		X		-Students will observe and record discrepancies noted in his/her and others' nonverbal and verbal communication.
	-Any Site		X	-The student, with the assistance of the RP, will identify non-verbal communication skills used in regards to the specific job site.
	1. Know What I Mean? by Victor Kryston and Portia Meares Society for General Sematics P.O. Box 2469 San Francisco, CA	X		1. This is a workbook focusing on experiments and activities in human relations and communication.
	2. Better Personal Relationships through Honest Communication Argus Communications	X		2. This program emphasizes the importance of honest communication.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.5.0: Understand the Subtleties of Communication INTEREST AREA PS 7.5.3: What are verbal expressions that correspond to feelings?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify verbal expressions that correspond to feelings.	-Parents/peers will assist student in identifying people who are supportive of each others' statements.	X		-Students will list other students whose statements in class were most similar to own statements.
	-Psychologist will discuss expression of feelings and their importance in relationships.	X	X	-Students will observe and record expression of feelings noted in popular music.
	-Any Site		X	-The student will list four experiences on the job site and identify the specific feelings experienced in relation to each of those situations.
	1. Interpersonal Communications Pennant Educ. Materials	X		1. This cassette program is designed to expand awareness and to improve self-expression.

SUBJECT Personal-Social Skills CONCEPT PS 7.0.0: Communicating Adequately with Others

SUBCONCEPT PS 7.5.0: Understand the Subtleties of Communication INTEREST AREA PS 7.5.4: What are verbal expressions that are inconsistent with feelings?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify verbal expressions that are inconsistent with feelings.	-Parents/peers will assist student in identifying people whose ideas are opposite each other (on TV and/or radio) and note their verbal interaction. -Psychologist will discuss conflict resolution skills.	X X		-Student will list those statements in class discussion which differed from own statements. -Students will role-play situations in which verbal expressions are inconsistent with feelings.
	-Any Site		X	-The student will interview the RP to obtain examples of situations at work where an individual's verbal expression is inconsistent with their actual feelings.
	1. Shyness by Philip Zimbardo Addison-Wesley Publ. Co.	X		1. This book contains activities for developing more direct communication skills.
	2. Joining Together by David Johnson and Frank Johnson Prentice Hall	X		2. This book provides activities to further communication among group members.

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SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA _____

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY

	E B C E COURSES / CONCEPTS	
	American Ethnic Groups	
	American Institutions	
	Basic Economics	
	Business English	
	Career Planning	
	Consumer Education	
	Family Relations	
	Fundamental Math.	
	Geography & Ecology	
	Health	
	Home Management	
	Human Behavior	
	Political Science	
	Sociology	
	Standard English	
	Transportation Mgmt.	